







Facilitator Guide







Sector Construction

Sub-Sector

Real Estate, Infrastructure and Power Generation

Occupation Masonry

Reference ID: CON/Q0103, Version 1.0 NSQF Level 3

Mason General

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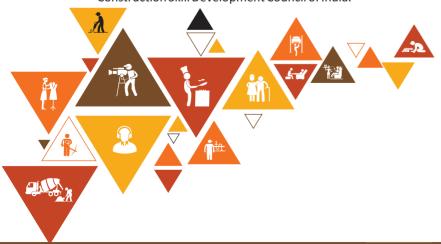
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Skilling is building a better India.
If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi Prime Minister of India



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About this Guide -

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

This Facilitator guide is designed for enabling the training program for a job role of "Mason General" in Construction Sector.

This course is aligned to Qualification Pack Mason General Reference ID: CON/Q0103. This Qualification pack is developed by **Construction Skill Development Council of India** (CSDCI). This course encompasses all 8 National Occupational Standards (NOS).

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

Upon successful completion of this course the participant will be able to:

- Construct masonry structures using brick / block.
- Execute plaster on internal & external surfaces of Masonry & RCC structures.
- Carry out waterproofing work on structures using cementitious materials.
- Build structures using random rubble masonry.
- Carry out IPS / Tremix flooring.
- Work effectively in a team to deliver desired results at the workplace.
- Plan and organize work to meet expected outcome.
- Work according to personal health, safety and environment protocol at construction site.

Symbols Used _____



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lah



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Sav



Resources



Activity



Summary



Role Play



Example

Guidelines for the Trainer —

As a Trainer, follow the below guidelines

Understand your Job thoroughly

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

Understand your participants

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

Adopt the basic etiquettes during training

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

Note:

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

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

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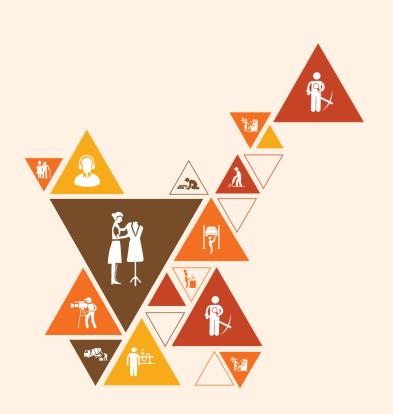


1. Introduction

Unit 1.1 - Introduction to the training program

Unit 1.2 - Overview of construction sector

Unit 1.3 - Role and responsibilities of Mason General



Key Learning Outcomes 👸

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

- 1. Explain the purpose of training.
- 2. Describe about National Occupational Standards and Qualification Pack.
- 3. Describe about the construction sector in India.
- 4. State the roles and responsibilities of Mason General.
- 5. Describe the personal attributes of Mason General in the construction sector.
- 6. Outline the career progression path of Mason General.

UNIT 1.1: Introduction to Training Program

Unit Objectives



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

- 1. Explain the purpose of training.
- 2. Describe about National Occupation Standards and Qualification Pack.
- 3. Explain about NSQF and levels.



- Welcome and greet the participants.
- Give the participants a brief overview of what will be covered in this unit.
- Explain mason's applications in various job environment/project site.

Resources to be Used



Theory

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

Practical

Resources such as, pen/pencil and notebook/paper.

Ice Breaker Activity



- Ask each individual to take a paper and pen.
- Ask them to make a simple sketch of an activity related to masonry work.
- Give some hints for making the sketch and tell them to write their name on the right hand top corner.
- Ask them to complete the activity within 15 minutes.
- At the end of the time limit, collect all the sketched from trainees.
- Hold each paper up and show it to the class one at a time.
- Then ask the class what they could understand from the picture.
- Ask the trainee to interpret the meaning behind the sketch.
- Ask the trainee his/her expectations from the training course.

Notes for Facilitation



- Ensure every participant understands what is to be drawn.
- Encourage the group by asking them leading question like,
 - How to express your thoughts by a drawing?
 - What does this picture convey?
 - What are the important point to identify in this drawing?
- Encourage each participant to explain their picture.
- Help them by giving some hints to identify if something is missing.
- Some participants may be shy and hesitant, encourage them to speak and share their details.
- After everyone has finished introducing themselves, explain the schedule in detail for the day and inform about the break timings.

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

Say



- The purpose of the training program is to impart skills to individual so that they can perform as Mason General.
- On the successful completion of training, a certificate from Construction Skill Development Council is provided which helps in getting employment in construction sector.
- A QP consists of a set of National Occupational Standards (NOS).
- NOS specifies the standards level of competency a worker should possess in order to perform the enlisted function at the workplace.
- NSQF is a quality assurance framework. It is an outcome based approach and each level in the NSQF is defined and described in terms of competency levels that would need to be achieved.
- The National Skill Qualification Framework is composed of 10 levels, each represents a different level of competency level 1 represent the lowest competency and level 10 highest competency.

Do



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

Elaborate



· National skill qualification frame work - NSQF

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

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

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

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

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

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

Notes for Facilitation



• Use the content in participant handbook page no. 10-11 for QP and NOS used for Mason General role.

UNIT 1.2: An Overview of Construction Sector

Unit Objectives



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

1. Explain about construction sector in India.

Introduction and Modernization of Construction Sector

Say



- Construction refers to building of different types of structures. The sector comprises of many small, medium and large industries or companies that involve in many different types of projects in the construction sector.
- From the early age to present day construction sector has undergone extensive modernization from raw material used to and use of giant equipment.

Do



- Show some examples of construction activities.
- Describe construction sector and explain its classification.
- Give some examples for each of the sub sector under construction sector.
- Explain what is an occupation, and a job role.
- Explain some examples of construction occupations.
- Describe various construction project occupations depending on nature of work.

Notes for Facilitation



• Use the content in participant handbook Page No.3 for the pictures of various types of construction activities.

UNIT 1.3: Roles and Responsibilities of Mason General

Unit Objectives



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

- 1. State the roles and responsibilities of Mason General.
- 2. Describe the personal attributes of Mason General in the construction sector.
- 3. Explain the career progression path for Mason General.

Roles, Responsibilities and Personal Attributes of Mason General

Say



- Mason General is responsible for performing routine masonry works.
- Mason General perform works such as constructing structure using brick/block, plastering, cementitious water proofing work, IPS/ Tremix Flooring, building structures using random rubble masonry, etc.
- A Mason General in addition to his technical skills should also possess certain soft skills and personal qualities which will constitute the personal attributes required for this job role.

Do



- Explain the necessity of defining roles, and responsibilities.
- List the roles and responsibilities of Mason General in detail.
- Explain the necessity of personal attributes.
- List the personal attributes of Mason General in detail.
- Correlate the roles, responsibilities and personal attributes of Mason General.

Notes for Facilitation



• Use the content in participant handbook Page No.6, 7, and 12 for the various personal attributes of Mason General.

Career Progression Path





• Growth chart signifies the professional growth of a workman who begins his career as a Helper Mason.

• The growth chart advances and denotes the progression in the career path of a Mason General in achieving his goal to become a Foreman Wet Finishing and Flooring.

Do



- Show and explain the various stages of career progression path.
- List down the important mile stones in the progression path.
- Discuss the advantages of the career progression path

Notes for Facilitation



- Use the content in participant handbook Page No.12 the career progression path for Mason General and further.
- Create awareness and belief in the group to encourage their present occupation.



Notes = -			
Notes 🔳			









2. Work accordingly to Personal Health, Safety and Environment Protocol at Construction Site

Unit 2.1 - Hazards at construction site

Unit 2.2 - Healthy and safe work practices

Unit 2.3 - Good housekeeping practices



Key Learning Outcomes 👸

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

- 1. List the type of hazards involved in construction sites.
- 2. Describe the safety control measures and actions to be taken under emergency situation.
- 3. Explain what first aid is.
- 4. Describe the uses of fire extinguishers.
- 5. Explain how to classify fire and fire extinguishers.
- 6. Explain how safety drills are conducted.
- 7. Describe the safety norms applicable in construction sites.
- 8. Explain the use of PPE's used by Mason General.
- 9. List the type of hazards associated with the masonry work.
- 10. Explain the standard procedure of handling, storing and stacking material, tools and accessories
- 11. Explain the importance of safe disposal of waste.
- 12. Explain basic ergonomic principles at workplace.

UNIT 2.1: Hazards at Construction Site

- Unit Objectives



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

- 1. List the types of hazards involved in construction sites.
- 2. List the type of hazards associated with masonry work.

Hazards at Construction Site



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

Resources to be Used



Theory

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

Practical

Resources such as fire extinguishers, first aid kit and PPEs mentioned in the activity table given below.



- Explain the types of hazards that are possible at a construction site.
- Show and explain the types of hazards with illustrations.
- Explain the important hazards at construction sites and the preventive measures taken for the same with illustrations.
- Explain the hazards related to masonry work.
- Explain the procedure of reporting a hazard.

Notes for Facilitation



Use the content in participant handbook, page no. 30-35 and explain the important types of hazards that are possible at a construction site.

UNIT 2.2: Healthy and Safe Work Practices

Unit Objectives



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

- 1. Describe the safety norms applicable in construction sites.
- 2. Describe the safety control measures and actions to be taken under emergency situation.
- 3. Describe the use of fire extinguishers.
- 4. Explain how to classify fire and fire extinguishers.
- 5. Explain how safety drills are conducted.
- 6. Explain the use of PPE's used by Mason General at construction sites.
- 7. Describe the effects of faulty/improper working condition.
- 8. Describe the standard safety control measures.
- 9. Select the appropriate personal protective equipment (PPE) for the task to be performed.
- 10. Explain the reporting procedure to the concerned authority in emergency situation.
- 11. Follow the standard procedure of handling, storing and stacking material, tools and accessories.

Healthy and Safe Work Practices

Say



- Safety precautions that should always be observed with respect to the worksite.
- Emergency safety measures helps us to minimize the suffering of the workers and economic losses that results due to emergencies.
- First-aid is the immediate care that is given to a person who has been injured, until the arrival of professional medical help.
- Every worker at a construction site should know:
 - Locations of fire extinguishers.
 - How to operate fire extinguishers and the hazards involved with the beginning stage of firefighting.
- Construction safety is a priority in order to provide a safe working environment.
- PPE or Personal Protective Equipment means the safety equipment that protects you against hazards.
- PPEs include safety shoes, safety helmets, safety jackets, safety harness, safety gloves, dust masks and protective goggles etc.

Do

- List out the -steps involved in reporting for availing first aid service.
- Explain the procedure to carry out preliminary first aid in case of electric shock.
- Classify the types of fires.
- Classify the types of fire extinguishers.
- Correlate the types of fires and the corresponding extinguishers used.
- Explain the procedure of using the fire extinguishers.
- Explain about tool box talks and safety drills in detail .and explain their importance
- Explain the procedure for emergency evacuation
- List out the various safety signs and regulations used at a construction site.
- Explain the color codes used at construction sites.
- List out the safety norms to be used while handling hand and power tools.
- List out the safety norms to be used while using ladder and scaffolds.
- List out the important PPE used at construction site.
- Show the PPE matrix for various activities carried out by Mason General.
- List out the important occasion and places when and where these electrical hazards occur.
- Show the causes of electrical accidents, precautionary measures taken to avoid, and symptoms/ protection from electric shock.
- Explain the standard procedure of handling, storing and stacking material, tools and accessories.
- Show and explain the color codes used at construction sites.
- Show the dos and don'ts for using a ladder and scaffold.

Notes for Facilitation



• Use the content in participant handbook, page no 36-50 and explain the various safety signs, regulations, PPE and precautionary measure at a construction site.

Activity-1



Emergency procedure

Conduct a role play activity on following emergency procedure in case of accidental fire at work place.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.

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

Points to remember

- Use fire extinguishers in the upright position.
- Discharge the fire extinguisher from a distance of 8 feet from the fire.
- Keep attacking the fire as you proceed ahead.
- In the open area, be prepared of a sudden change in wind direction.
- In enclosed areas, be on your knees with your head no higher than the upright extinguisher you are using.
- Follow evacuation procedure in case of emergency.

Sub Activity	Time	Resources	
Start the fire alarm	1 hour		
Use fire extinguisher	3 hours		
Call for medical help and carryout primary first aid for the injured person	2 hours	Stationary items, Fire extinguisher, wood and paper pieces, match box	
Instruct co-workers to gather at the collection point	2 hours	wood and paper pieces, match box	
Evacuation procedure in case of major fire breakout	2 hours		

Table 2.2.1 Fire alarm

Specific Instructions

- Select four persons from the group.
- Name the persons selected as Person A, B, C and D.
- Explain and demonstrate how to perform/enact the sub activities.
- Consider Person A to be masonry worker and the rest as co-workers.
- Start the role play and check whether it is happening as per the plan.
- Monitor and provide guidance wherever needed.
- Complete the activity as per scheduled time.
- Ask the individuals of the watching group to explain the steps that are performed.
- Clarify any doubts.

Activity-2



Conduct a skill practice activity on how to safely use a safety belt while working at height.

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

Points to remember

- Keep your working area free from rubbish and debris.
- Make sure that the stairways are free from debris or any material.
- Remove the tools and nails from the floor when they are not in use.
- Tag or close the holes or trenches properly to avoid falling into them.
- While working at height, use harness with safety line.
- Use PPE while working.

Sub Activity	Time	Resources
Practice wearing PPE	3 hours	
Safe erection of scaffold and work platform	2 hours	Temporary scaffold, PPE
Use of safety belt and all other PPE while working at height	1 hour	

Table 2.2.2 PPE

Specific Instructions

- Show the PPE matrix that has to be followed at a construction site.
- Demonstrate the standard procedure for wearing the PPE.
- Demonstrate the important checks that are to be performed while erecting the scaffold.
- Ask the participants to practice wearing PPE, check and ensure that there is no deviation of standard procedure.
- Ask the participant to practice working at height using proper PPE's.
- Guide and correct the participants wherever necessary.
- List the advantages of using PPE.
- Clarify any doubts.

UNIT 2.3: Waste Disposal

Unit Objectives



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

- 1. Explain the importance of safe disposal of waste.
- 2. Discuss about waste management at a construction site.

Safe Disposal of Waste

Say



- Construction Waste means any material that is unwanted at the construction site. This includes
 waste materials like plywood, chip wood, shavings, sawdust, wall board waste, broken bricks,
 mortar, rock, dirt, cement, nails, metal pipes, rebar, electrical wires, PVC plumbing pipes, plastic
 sheets, packing material as well as non-inert organic material like tree stumps, timber, vegetation
 etc.
- As per environmental norms some rules are laid down for construction site waste. The rules are an initiative to effectively tackle the issues of pollution and waste disposal.

Do



- List out the important methods of safe disposal of waste.
- Explain the types of wastes that are generated at construction sites.
- Use examples for various types of wastes.
- Explain the importance of classifying and segregating the types of wastes.
- Describe what types of bins, containers used for collection and disposal of wastes.

Notes for Facilitation



• Use the content in participant handbook, page no 52-54 and explain the various methods of waste disposal.

Activity-3



Safe disposal of construction wastes

Conduct a role play activity.

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

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

Points to remember

- Provide collection / sorting units capable of accommodating the estimated waste.
- Ensure Employees are properly trained in order to separate the waste as per organizational guidelines.
- Separate Hazardous and Non-Hazardous Waste.
- Plan for suitable collection and disposal of the collected waste.
- Transfer waste in a timely manner between site and the waste storage area.
- Do not leave waste in corridors to block movement for incoming traffic.

Role play	Time	Resources
Segregation of wastes and safe disposal	2 hours	Waste containers, masonry pan, sample construction waste

Table 2.3.1 Waste disposal

Specific Instructions

- Ensure the participants are wearing the PPE properly.
- Select two persons from the group who are effective in communication.
- Consider one as helper and the other as assistant, now ask the helper to deposit the waste in one location and place the containers at another location.
- Ask the assistant to instruct the helper to segregate or differentiate the type of wastes.
- Then ask the assistant to tell the helper to transfer the segregated waste with the help of masonry pan.
- Ensure that both the persons communicate properly by giving hints in between.
- Tell them to complete the activity in the speculated time and ensure that the wastes are properly placed in the containers and it is secured properly.











3. Construct Masonry Structures Using Brick/Block

Unit 3.1 - Construction of Brick/Block wall

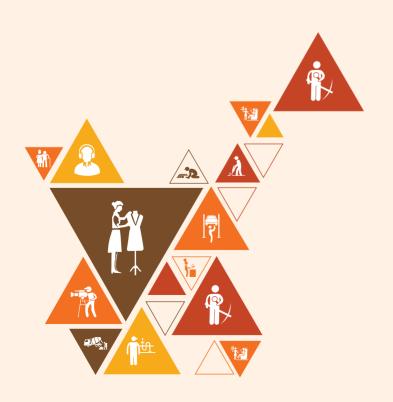
Unit 3.2 - Construction of arch

Unit 3.3 - Construction of staircase

Unit 3.4 - Construction of manholes

Unit 3.5 - Construction of walkways

Unit 3.6 - Repair and Restore Brick/Block masonry



Key Learning Outcomes 💆



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

- 1. Identify the raw materials used in brick/block masonry work.
- 2. Define common preparatory task before beginning the brick/block work.
- 3. Demonstrate setting out of structure prior to construction.
- 4. Demonstrate the procedure of laying and fixing brick in position.
- 5. Describe the different types of bonds in brickwork.
- 6. Explain the need for a bond.
- 7. State the rules for a good brick bond.
- 8. Identify some types of brick bonds.
- 9. State what is a wall junction?
- 10. Construct a corner junction.
- 11. Construct a tee junction.
- 12. Construct a curved wall in brickwork.
- 13. List the dos and don'ts with respect to brick masonry.
- 14. Construct door and window opening in brick wall.
- 15. Recall the dos and don'ts with respect to brick masonry.
- 16. Explain where cement concrete block masonry is used.
- 17. State the salient features of cement block masonry.
- 18. Construct a block wall up to three feet.
- 19. List the dos and don'ts with respect to block masonry.
- 20. Explain the use of staircase.
- 21. Identify different types of staircases.
- 22. Identify different components of staircase.
- 23. Explain the procedure of constructing staircase.
- 24. List the dos and don'ts with respect to staircases.
- 25. Explain paver blocks.
- 26. Demonstrate laying of paver blocks for walkways.
- 27. List different types of paver blocks and their fixing in different patterns.
- 28. Examine the components and terminology of an arch.
- 29. Follow the procedure for laying and fixing bricks in arch.
- 30. List the dos and don'ts with respect to arches.

- 31. Explain what manholes is.
- 32. Demonstrate process of construction of manholes.
- 33. List the dos and don'ts with respect to manholes.
- 34. List different types of defects in brickwork.
- 35. List different types of repairs required in brickwork.
- 36. Explain repointing works in brickwork.
- 37. Identify the different types of pointing.
- 38. List the tools and materials mix used in pointing.
- 39. Explain the procedure for carrying out pointing works.

UNIT 3.1: Construction of Brick/Block wall

Unit Objectives



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

- 1. Identify raw materials used in construction of brick/block wall.
- 2. Define common preparatory task before beginning the brick/block wall.
- 3. Describe various bonds used in brick/block work.
- 4. Explain the need for a bond.
- 5. State the rules for a good brick bond.
- 6. Demonstrate setting out of structure.
- 7. Demonstrate construction of brick/block wall.
- 8. Recall the dos and don'ts with respect to brick masonry.

Construct Masonry Structures using Brick/Block



• Welcome and greet the participants.

Topic Introduction-

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

Resources to be Used



Theory

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

Practical

Resources such as Hand tools, consumables, measuring instruments, and PPEs mentioned in the activity table given below.



- List raw materials used in construction of brick/block wall.
- Explain common preparatory task before beginning the brick/block wall.

- Explain the various type of bonds, wall thickness adopted for various structures.
- Explain the use and application of various bonds.
- List the rules for a good brick bond.
- Explain construction of brick/block wall.
- Explain importance of levelling and use of plumb bob for aligning of wall.
- List the dos and don'ts with respect to brick masonry.
- List out the safety rules and regulations for the activity.
- Show the pictures of the tools, materials and equipment required for construction of masonry structures and ask the participants to identify the name and usage.

Elaborate



The process of setting out of a structure can be carried out in the following ways:

- The first step in setting out a building is to be establish a base line with respect to which all the setting out can be carried out.
- The base line can be the building line; which is an imaginary line established by the local authority.
- Usually the building line is provided as reference to center line of road, kerbs line or the existing building.
- There are various ways of marking other line from building lines:
- Building line acts as initial line from which various other dimensions can be marked using 3-4-5 method.
- By fixing the building line the end line and various other lengths of the walls can be marked.
- The diagonals can be checked by builder's square method to establish the lines marked from building line.
- There are various method of transferring levels:
 - 1. Straight edge
 - 2. Boning rod
 - 3. Water level
 - 4. Laser Level
- Setting out circular, segmental and elliptical curves is used for architectural windows, pathways, kerbs roads, and walls.
- Three following basic methods may be used for this purpose when the center of the curve is accessible.
 - 1. Tape measure
 - 2. Trammel
 - 3. Template

Notes for Facilitation



• Use the content in participant handbook, page no. 59-84 and explain construction of brick/block structures.

Activity-1



Construction of brick/block wall

Conduct a skill practice activity.

- Set out the layout i.e. Site clearing, obtaining plan/drawings and getting necessary materials for construction of brick wall.
- Construct a brick wall 2m length, 1.5m height, 15 mm mortar bed and joints using english bond with corner L joint.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Layout the proposed structure.
- Clean the surface for brickwork and arrange tools and materials.
- Lay the first two courses for brickwork without mortar to check the correct bond achieved.
- Always start at two end corners.
- Lay the corners with mortar and stretch line form one corner to other. Build the fort course between the line.
- Build the wall 4 to 5 courses high.
- Make sure to check line and plumb after every four courses.
- Build the rest of the wall as per proposed structure.

Sub Activity	Skill Practice	Time	Resources
1	Read and interpret the sketches/basic working drawing for brick/block	2 hours	 Consumables Brick/block, cement, sand, aggregate, water Hand tools
2	Select tools and perform checks to confirm their work ability	2 hours	 Hammer Brick chisel Stone chisel

3	Set out the layout as per drawing/instruction and transferring levels as per layout	2 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium)
4	Perform visual checks for brick/ block, cement, aggregate.	2 hours	 Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel
5	Estimate the quantity of material required for work.	2 hours	 Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square
6	Demonstrate the breaking of bricks to required size and shape.	2 hours	 Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and
7	Build brick/ block wall as per standards tolerance as per relevant drawing.	2 hours	rope, shackles, sling, belts) • Wheel barrows • Wooden sleepers • Rhombus mesh • Mixing plat form Measuring Instrument
8	Demonstrate checks for maintaining line and level of each course of brick/block wall	3 hours	 Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves
9	Perform curing	2 hours	 Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 3.1.1 Brick wall

- For this activity locate and clean the job site, stack the brick, prepare the mortar prior to starting of construction of brick wall.
- Setup the mason's line.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in construction of the structure before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time.
- At the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in construction of brick/block wall.

UNIT 3.2: Construction of Arch

Unit Objectives



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

- 1. Explain the importance of arches and their uses.
- 2. Examine the components and terminology of an arch.
- 3. Follow the procedure for construction of arch.

Construction of Arch

Say



- Brickwork arches lend aesthetic appeal to the building.
- Various types of arches are constructed using bricks which increase the aesthetics of a building.
- In building design, Romans first adopted the structural capabilities of an arch.
- The most important element of brickwork arches is:
 - The structural integrity
 - The importance as a support

Do



- Explain the importance of arches and their uses.
- Examine the components and terminology of an arch.
- Follow the procedure for laying and fixing bricks in arch.
- Show and explain how to lay and fix bricks for an arch and their fixing procedure.
- Show the pictures of the tools, materials and equipment required for laying and fixing bricks for an arch and ask the participants to identify the name and usage.

- Elaborate



- List of tools, materials, and equipment required for laying and fixing bricks for an arch.
- Setting out of the arch, as explained in Unit 3.1.
- Steps in laying and fixing bricks for an arch.
- Safety rules and regulations for the activity.

Notes for Facilitation



Use the Mason General PHB and refer page numbers 99-103 to explain construction of arch.

Activity-2



Construction of arch

Conduct a skill practice activity.

- Carryout setout of layout i.e. Site clearing, obtaining plan/drawings and getting necessary materials for construction of arch.
- Construct an arch with 1.5m rise and 2m span. Use standards for any relevant data.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- A wooden formwork is acquired of the required shape and then the brick gets laid on top to create the final arch shape.
- Dry-lay a brick on top of the formwork to make the keystone.
- Now apply the mortar joints while you re-lay the bricks on the formwork until you've reached the keystone.
- Check that the face of the brickwork is flat and straight.
- Fill in the gaps around the arch by laying cut pieces of bricks and mortar.
- Tidy up any excess mortar from the arch.

Sub Activity	Skill Practice	Time	Resources
1	Ensure that a temporary arch form from plywood and wood spacers is in place	2 hours	 Consumables Brick/block, cement, sand, aggregate, water Hand tools Hammer
2	Build the brick masonry all around the opening portion	2 hours	Brick chiselStone chiselComb chiselBolster

3	Make the predetermined shape of the Arch shell	1 hour	 Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel
4	Place the brick on the wooden Arch properly as per the drawings	2 hours	 Tuck pointing trowel Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level Measuring tape Steel or wooden scale
5	Fill the gaps/openings between the bricks with cement mortar of required portion	1 hour	 Tapered rule Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers
6	Perform curing	2 hours	 PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 3.2.1 Construction of an Arch

- For this activity obtain a temporary arch form known as wood centering from plywood and wood spacers.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in laying and fixing brick for an arch before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in laying and fixing brick for an arch, clarify any doubts.

UNIT 3.3: Construction of Staircase

Unit Objectives



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

- 1. Explain the use of staircase.
- 2. Identify different types of staircases.
- 3. Identify different components of staircase.
- 4. Explain the procedure of constructing staircase.

Laying and Fixing Bricks in Staircase

Say



Stairs are of different shape as per the requirement. There are different type of stairs based on their shape. Stairs are classified into the following types:

- 1. Straight Stairs
- 2. Quarter Turn Stairs
- 3. Half Turn Stairs
- 4. Three Quarter Turn Stairs
- 5. Circular Stairs
- 6. Spiral Stairs
- 7. Curved Stairs
- 8. Geometrical Stairs
- 9. Bifurcated Stairs

Do



- Explain the use of staircase.
- Explain different types of staircases.
- List components of staircase.
- Explain the procedure of constructing staircase.
- Show and explain how to identify different types of staircases using blueprints.
- Show the pictures of the tools, materials and equipment required for construction of Staircase and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for construction of staircase.
- Steps in construction of staircase.
- Safety rules and regulations for the activity.
- Setting out of a staircase, as explained in Unit 3.1.

Notes for Facilitation



• Use the Mason General PHB and refer page numbers 86 -93 to explain construction of staircase.

Activity-3



Construction of Staircase

Conduct a skill practice activity.

- Build 5 to 6 steps of staircase using bricks, maintaining the required tread and riser.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Arrange all tools, material and equipment required for staircase construction.
- Calculate the rise height, tread length, and all the other parameters for stairs construction.
- Ensure foundation and footing reinforcement are as per layout.
- Ensure that the formwork is placed for all the different elements of staircase as per the layout.
- Ensure that the reinforcement is placed as per BBS of staircase.
- Pour concrete and screed the surface for a levelled finish.
- Brush the concrete surface for improved traction.

Sub Activity	Skill Practice	Time	Resources
1	Measure the height of the area where you will install the stairs	1 hour	Consumables • Brick/block, cement, sand, aggregate, water

2	Determine typical rise per step and total run of the staircase	1 hour	Hand tools • Hammer • Brick chisel • Stone chisel • Comb chisel • Bolster • Masonry hand saw
3	Set out bricks/blocks for achieving required rise and number of steps as per the drawings	2 hours	 Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela)
4	Prepare motor mix and check for its conformity	1 hour	 Corner trowel Pointer trowel Tuck pointing trowel Line and pins Screed board Jointers Steel lever Plumb bob
5	Construct brickwork base as per the specification	2 hours	 Line string (line Dori) Try square Spirit level Measuring tape Steel or wooden scale Tapered rule
6	Form steps square, level, plumb and true and lay as per the specified bond	2 hours	 Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form
7	Brick/block faces are cleaned free of mortar	1 hour	 Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt
8	Perform curing	1 hour	 Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 3.3.1 Staircase

- Make sure all the participants are wearing proper PPEs.
- Ask the participants to check whether the bricks are being laid as per the type of staircase, and specification/instruction and tolerances are as per specification.
- Ask the participants to form groups consisting of at least five members.
- Explain the overall procedure and key points of laying and fixing bricks in staircase before commencing the exercise.
- Check & observe that all steps are followed by the participants, make sure all the participants are involved in the activity.
- Check and ensure workplace is clear upon completion of task.
- Assist them where ever it is necessary during the practice.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in construction of staircase.

UNIT 3.4: Construction of Manholes

- Unit Objectives



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

- 1. Explain what are manholes.
- 2. Demonstrate process of construction of manholes.
- 3. List the do's and don'ts with respect to manholes.

Construction of Manhole as Per Required Drawing and Specification

Say



- Man holes are openings on ground used to access and maintain underground services like public utility, water, sewer, electricity, gas, heating etc.
- They are constructed at suitable intervals along the sewer or drainage lines for providing access in to them
- Manholes act as access points to rectify and repair the various underground services.

Do



- Explain what are manholes?
- Explain the process of construction of manholes.
- List the dos and don'ts with respect to manholes.
- Show and explain how to read and understand drawing for construction of manholes.
- Show the pictures of the tools, materials and equipment required for construction of manholes and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for construction of manholes.
- Steps in construction of manholes.
- Safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page numbers 104-106 to explain construction of manholes.

Activity-4



Construction of manholes as per required drawing and specification

Conduct a skill practice activity.

- Construct a manhole with diameter 60 cm and depth 1.6 m.
- Explain the set out of the structure as explained in Unit 3.1.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Determine size of manhole.
- Determine the type of Construction i.e. brick, concrete as per the requirement.
- Excavate the area to the required depth of the chamber in accordance with the issued construction drawings.
- Place the manhole box for shoring the excavation.
- Lay reinforced concrete foundation and create manhole base.
- Construct the concrete walls as sides of manhole.
- Form benching and roofing for manhole.
- Perform curing.

Sub Activity	Skill Practice	Time	Resources
1	Determine size of manhole	1 hour	 Consumables Brick/block, cement, sand, aggregate, water Hand tools Hammer
2	Determine the type of Construction i.e. brick, concrete as per the requirement	1 hour	Brick chiselStone chiselComb chiselBolster

			1
3	Excavate the area to the required depth of the chamber in accordance with the issued construction drawings	1 hour	Hand tools Hammer Brick chisel Stone chisel Comb chisel Bolster Masonry hand saw Steel trowel, Float
4	Place the manhole box for shoring the excavation	2 hours	 wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel
5	Lay reinforced concrete foundation and create manhole base	2 hours	 Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level
6	Construct the concrete walls as sides of manhole	2 hours	 Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel an rope, shackles, sling, belts) Wheel barrows Wooden sleepers
7	Form benching and roofing for manhole	1 hour	 Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes
8	Perform curing	1 hour	 Safety silves Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 3.4.1 Manhole Construction

- For this activity top diameter should be minimum 60 cm (24 inches) clear. Bottom diameter as per the depth of the sewer line from ground level.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in construction of manholes before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in construction of manholes, clarify any doubts.

UNIT 3.5: Construction of Walkways

- Unit Objectives



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

- 1. Explain purpose of walkways.
- 2. Demonstrate construction of walkways.
- 3. List different types of paver blocks and their fixing in different patterns.

Laying and Fixing of Paver Blocks

Say



- Concrete paver blocks are used for creating decorative pavement, driveway, town centers road surfacing etc.
- They are laid in different patterns to obtain different aesthetic finish. These paver blocks are of different shape, size and colour.
- These are made of brick, stone and concrete as per the requirement.
- Paver blocks are of different shapes and colour.
- They are similar in size to the bricks
- When these are produced in factories for mass scale construction, their quality and size is accurate and consistent.
- The quality of paver blocks affects the durability of the constructed pavement.

Do



- Explain purpose of walkways.
- Explain construction of walkways.
- Explain different types of paver blocks and their fixing in different patterns.
- Show and explain how to identify different types of paver block and their fixing procedure
- Show the pictures of the tools, materials and equipment required for construction of walkways and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for construction of walkways.
- Steps in construction of walkways.
- Safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page numbers 94 - 98 to explain construction of walkways.

Activity-5



Construction of walkways

Conduct a skill practice activity.

- Construct a walkway of 5 X 5 Sq.ft.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Mark out the area that needs to be excavated.
- Dig out the area to the desired level, (which depends on your existing surfaces).
- Ensure the edges of the site which is excavated should be straight, vertical and uniform as possible.
- Lay the gravel.
- Level and compact using a vibrating plate.
- Spread bedding sand of specified gradation over the landscaping fabric.
- Always begin laying block paving from the bottom of a slope, preferably starting from a right angle or a straight edge.
- Once all of the blocks have been laid, sweep the drive thoroughly to make sure that there is no debris left on the blocks.

Sub Activity	Skill Practice	Time	Resources
1	Mark out the place to lay the pavers, using either chalk or string	1 hour	ConsumablesGravel, fabric or weed cloth, sand, paver block
2	Dig the marked site with an appropriate tools like garden shovel up to the required depth, taking allowance for paver depth	2 hours	Hand toolsChalk or stringShovelTamping tool
3	Ensure the edges of the site which is excavated should be straight, vertical and uniform as possible	1 hour	Base rake Hammer

4	Provide drainage and a sturdy foundation to the paver blocks, gravel is spread at the bottom of excavated space	1 hour	Wheel barrow Screed board Measuring Instrument Measuring tapes
5	Spread, level and compact the gravel with tamping tool	2 hours	Measuring tapesMarkers
6	Cover the gravel with a sheet of landscaping fabric or weed cloth	1 hour	PPEs & safety equipment Helmet
7	Spread bedding sand of specified gradation over the landscaping fabric	1 hour	Safety shoesSafety beltInsulated rubber gloves
8	Lay the paver blocks over the bedding sand	1 hour	Ear plugs Reflective jackets
9	Fill the joints between the pavers with gravel	1 hour	Safety message boards
10	Perform curing	1 hour	Fire extinguishersSand buckets

Table 3.5.1 Paver Blocks

- For this activity mark out the area to place the paver block, dig the marked area taking allowance for paver depth.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in laying and fixing of paver blocks before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in construction of walkways, clarify any doubts.

UNIT 3.6: Repair and Restore Brick/Block Masonry

- Unit Objectives



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

- 1. List different types of defects in brickwork.
- 2. List different types of repairs required in brickwork.
- 3. Explain repointing works in brickwork.

Repointing Works in Brickwork

Say



- Brickwork can be repaired by anyone or more of the following methods:
- Filling cracks, crevices joints and junctions with hand packed cement mortar or polymer mortar forcing the mortar to penetrate the cracks, crevices, joints or junctions.
- Guniting the brickwork with cement grout to fill all cracks, hollows, joints and junctions.
- Mortar joints deteriorate because of water soaking like, under windows and walls, at ground level or
 at any exposed wall top. This water needs to be stopped from getting into bricks and foundation and
 requires timely repair of mortar joints. Such repairing of worn-away and cracked mortar joints is
 called pointing, repointing or tuck pointing.

Do



- List different types of defects in brickwork.
- List different types of repairs required in brickwork.
- Explain repointing works in brickwork.
- Show and explain how repoint works is done in brickwork.
- Show the pictures of the tools, materials and equipment required for repointing works in brickwork and ask the participants to identify the tool name and usage.

Elaborate



- List of tools, materials, and equipment required for repointing works in brickwork.
- Steps in repointing works in brickwork.
- Safety rules and regulations for the activity.

Notes for Facilitation



 Use the Mason General PHB and refer page numbers 107-109 to explain repointing works in brickwork.

Activity-6



Repointing works in brickwork

Conduct a skill practice activity.

- Perform repointing works on the brick wall that was constructed earlier in the Activity-1, Unit 3.1.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Use a hammer/cold chisel/flat utility chisel to chip out loose mortar from joints.
- Using the chisel, remove 2 cm to 2.5 cm of old mortar for proper bonding. Wear safety glasses and a dust mask while doing this work.
- If bricks loosen up, then remove and reset the mortar.
- In case the mortar is hard, cut the center of joint and chip the mortar.
- Dust out the joints after removing the old mortar.
- Add specified amount of water gradually in the mortar mix while mixing with a brick trowel.
- Do not try to revive mortar that's drying out by adding more water to it.
- Fill the joints fully with mortar so that no voids are there.
- In case the joints are deeper than 2.5 cm, fill them in two steps, letting the first layer harden sufficiently (leaves thumb impression) and then filling the second layer.

Sub Activity	Skill Practice	Time	Resources
1	Chip out loose mortar from joints using a hammer/cold chisel/ flat utility chisel	2 hours	ConsumablesBrick/block, cement, sand, aggregate, waterHand tools
2	Dust out the joints after removing the old mortar	2 hours	 Hammer Brick chisel Stone chisel Comb chisel Wood/rubber mallet,

3	Prepare the joints for the new mortar by light spraying with water	1 hour	 Spade (Phawda) Mortar pan (Ghamela) Line and pins Screed board Try square Spirit level Measuring tape Steel or wooden scale
4	Mix the mortar	1 hour	 Tapered rule Wooden sleepers Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet
5	Fill the joints fully with mortar so that no voids are there.	3 hours	 Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 3.6.1 Repointing Works

- For this activity prepare a brickwork at construction site.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in repointing works in brickwork before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in repointing works in brickworks, clarify any doubts.

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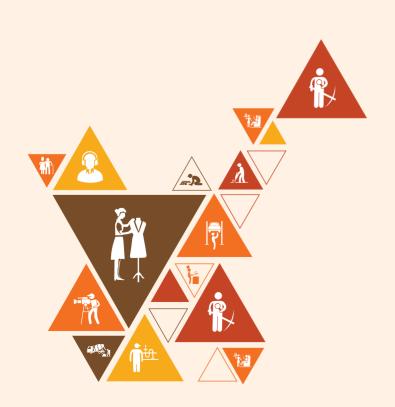






4. Execute Plaster on Internal & External Surfaces of Masonry & RCC Structures

Unit 4.1 - Internal and External plastering on brick masonry



Key Learning Outcomes 💆



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

- 1. Explain the term plastering.
- 2. State the purpose of plastering.
- 3. Determine the types of plastering.
- 4. List the tools needed to plaster a surface.
- 5. Explain the importance of plastering.
- 6. Identify the preparation for plastering work.
- 7. Examine how to prepare surface for plastering.
- 8. Apply plaster in two coats and three coats.
- 9. Explain the method of internal and external plastering.
- 10. Identify the defects that can occur while plastering.
- 11. State the remedies for minimizing defects.

UNIT 4.1: Internal and External Plastering on Brick Masonry

Unit Objectives



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

- 1. Explain the importance of plastering.
- 2. Identify the preparation for plastering work.
- 3. Examine how to prepare surface for plastering.
- 4. Explain the method of internal and external plastering on brick masonry.
- 5. Apply plaster in two coats and three coats.

Internal and External Plastering on Brick Masonry



Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit.
- Explain its applications in various job environment.

Resources to be Used



Theory

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

Practical

Resources such as Hand tools, consumables, measuring instruments, and PPEs mentioned in the activity table given below.



- Explain the importance of plastering.
- Identify the preparation for plastering work.
- Examine how to prepare surface for plastering.
- Explain the method of internal and external plastering.
- Explain how to perform internal and external plastering on brick masonry as per the requirement.
- Show the pictures of the tools, materials and equipment required for internal and external plastering on brick masonry and ask the participants to identify the name and usage.
- Apply plaster in two coats and three coats.

Elaborate



- List of tools, materials, and equipment required for internal and external plastering on brick masonry.
- Explain the steps involved in internal and external plastering on brick masonry.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 115 -135 to explain internal and external plastering on brick masonry

Activity-1



Internal plastering on brick masonry

Conduct a skill practice activity.

- Internal plastering of brick wall of length 2m, height 3m and a thickness of 15 mm.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Keep all the mortar joints of wall rough, so as to give a good bonding to hold plaster.
- Clean all the joints and surfaces of the wall with a wire brush, there should be no oil or grease etc. left on wall surface.
- Level pegs on walls will be fixed with reference to the off lines to brick walls set out in floors.
- All the brick walls will be watered before pasting mortar on walls.
- Walls and columns will be plastered 1:4 cement and Sand to achieve semi rough finished surface.
- Vertical joint of structural columns / walls & brick walls will be treated by fixing, 200 mm width chicken mesh with wire nails / concrete nails by centering the mesh to the vertical wall joint.
- All the embedded service lines and provisions (Conduits, boxes and etc.) will be completed on brick walls and check with the MEP drawings.
- Internal plastering on surfaces of concrete columns, beams & walls which are aligned with surfaces
 of brick walls will be plastered and other concrete surfaces will be finished with cement base easy
 plaster.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	Consumables
2	Clean the surface and the joints with a wire-brush to remove foreign material.	3 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium)
3	Carry out erection of temporary scaffold or work platform of required height	4 hours	 Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel
4	Fix the level pegs on walls with reference to the off lines to brick walls set out in floors (Using centre plumb bob and nylon thread)	3 hours	 Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori)
5	Water all the brick walls before pasting mortar on walls	2 hours	 Try square Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box
6	Apply first coat mortar filling (1:4 Cement and Sand) up to 15 mm will be applied on surfaces where required mortar thickness exceed 25mm	6 hours	 Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form

7	Applying the second and final skim coat of plaster to achieve required thickness and smooth finished surface	4 hours	Measuring Instrument • Measuring tapes • Markers PPEs & safety equipment • Helmet • Safety shoes • Safety belt
8	Perform curing	2 hours	 Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 4.1.1 Internal plastering

- For this activity prior locate and clean the surface & joints.
- Make sure all the participants are wearing proper PPEs and safe work practices are followed while working at height.
- Explain the overall procedure and key points in Internal plastering on brick masonry before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in Internal and external plastering on brick masonry.

Activity-2



External plastering on brick masonry

Conduct a skill practice activity.

- External plastering of brick wall of length 2 meter and height 4 meter.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Keep all the mortar joints of wall rough, so as to give a good bonding to hold plaster
- Clean all the joints and surfaces of the wall with a wire brush, there should be no oil or grease etc. left on wall surface
- Alignment and fixing level pegs on external wall surfaces will be done using the surveying instrument / Centre plumb bobs
- Projections on the wall surfaces will be chipped off and cleaned after completing the level pegs on walls
- First coat mortar filling (1:4 cement and Sand) up to 15 mm will be applied on surfaces where required mortar thickness exceed 25 mm
- Cement paste on concrete surfaces will be applied to improve the bonding of plaster to the concrete surfaces
- External wall plaster will be finished with rough surface

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	Consumables
2	Clean the surface and the joints with a wire-brush to remove foreign material.	3 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal)
3	Carry out erection of temporary scaffold or work platform of required height	4 hours	 Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel
4	Fix the level pegs on external walls surfaces with using the surveying instrument / centre plumb bobs	3 hours	Tuck pointing trowelLine and pinsScreed boardJointersSteel lever

5	Water all the brick walls before pasting mortar on walls	2 hours	 Plumb bob Line string (line Dori) Try square Spirit level Measuring tape Steel or wooden scale Tapered rule
6	Apply first coat mortar filling (1:4 Cement and Sand) up to 15 mm will be applied on surfaces where required mortar thickness exceed 25mm	6 hours	 Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form
7	External wall plaster will be finished with rough surface	4 hours	 Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes
8	Perform curing	2 hours	 Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 4.1.2 External Plastering

- For this activity prior locate and clean the surface & joints
- Make sure all the participants are wearing proper PPEs and safe work practices are followed while working at height
- Explain the overall procedure and key points in Internal plastering on brick masonry before commencing the exercise
- Check & observe that all the steps are followed by the participants
- Check and ensure workplace is cleaned upon completion of task
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in Internal and external plastering on brick masonry

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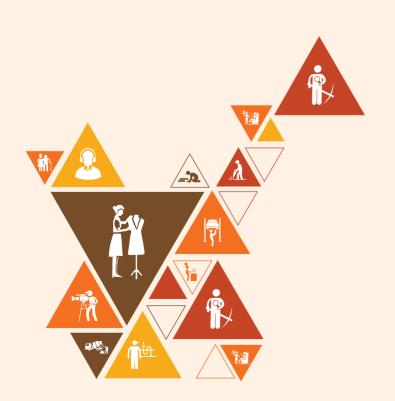




5. Carry out Waterproofing Work on Structures using Cementitious Materials

Unit 5.1 - Laying cementitious waterproofing course

Unit 5.2 - Carrying out brick bat coba waterproofing



Key Learning Outcomes 🙄



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

- 1. Explain the importance of waterproofing
- 2. List the types of waterproofing work
- 3. Identify the sketches related to the waterproofing work
- 4. Select appropriate tools and materials for waterproofing
- 5. Identify the types of defects present on concrete surface for waterproofing
- 6. List the various waterproofing compounds used for waterproofing work
- 7. Demonstrate how to prepare the surface for waterproofing
- 8. Describe the procedure for laying out waterproofing course

UNIT 5.1: Laying Cementitious Waterproofing Course

Unit Objectives



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

- 1. Select appropriate tools and materials for waterproofing
- 2. Explain the material used for waterproofing
- 3. Explain the steps in preparing the Surface before Waterproofing
- 4. Prepare waterproofing cement mortar mixture
- 5. Apply cementitious waterproofing course on the wall

Laying Cementitious Waterproofing Course



Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit
- Explain its applications in various job environment

Resources to be Used



Theory

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

Practical

Resources such as Hand tools, power tools, consumables, measuring instruments, and PPEs mentioned in the activity table given below.



- Explain appropriate tools and materials for waterproofing.
- Explain the material used for waterproofing.
- Explain the steps in preparing the surface before waterproofing.
- Prepare waterproofing cement mortar mixture.
- Apply cementitious waterproofing course on the wall.
- Explain how to perform Laying cementitious waterproofing course as per the requirement
- Show the pictures of the tools, materials and equipment required for laying cementitious waterproofing course and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for laying cementitious waterproofing course.
- Explain the steps involved in laying cementitious waterproofing course.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 137 -155 to explain laying cementitious waterproofing course

Activity-1



Laying cementitious waterproofing course

Conduct a skill practice activity.

- Lay cementitious waterproofing course on 5 X 5 sq.ft concrete surface
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- All dust, dirt and loose matter to be removed with wire brush, vacuum cleaner or water jet from concrete surface.
- Cracks should be filled with cement.
- Expansion joints should be treated as per standard practice.
- Surface should be thoroughly cleaned with water.
- All cracks should be developed to a "v" cut.
- All honey comb in plaster to be hacked and chiseled.
- All rough surfaces, sharp angles should be chiseled and a smooth finish should be given.
- All brick surface should be properly pointed.
- After damage repairing is done, all surfaces should be properly plastered and smoothly finished.
- When waterproofing is done to new concrete surface, the surface should be properly cured.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	Consumables cement, sand, aggregate, water, waterproofing materials Hand tools Hammer Brick chisel Stone chisel
2	Carry out erection of temporary scaffold or work platform	2 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda)
3	Remove all dust, dirt and loose matter with wire brush, vacuum cleaner or water jet from the concrete surface.	2 hours	 Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers Brushes Line and pins
4	Fill the cracks with cement	2 hours	 Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level
5	Prepare Waterproofing cement mortarmixture	2 hours	 Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows

		1	1
6	Apply cementitious mixture	2 hours	 Wooden sleepers Rhombus mesh Mixing plat form Power tools Air compressor Angle grinder Electric drills
7	Apply protective paint	1 hour	 Concrete mixer Vacuum cleaner Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes
8	Perform curing	1 hour	 Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 5.1.1 Cementitious water proofing course

- For this activity prior locate and remove old plaster and lay damp proofing membrane, after removing some brick and plaster.
- Make sure all the participants are wearing proper PPEs and proper safety measures are followed while working at height.
- Explain the overall procedure and key points in laying cementitious waterproofing course before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is cleaned upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in laying cementitious waterproofing course.

UNIT 5.2: Carrying out Brick Bat Coba Waterproofing

Unit Objectives



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

- 1. Select appropriate tools and materials for waterproofing.
- 2. Explain the material used for waterproofing.
- 3. Interpret sketches for waterproofing.
- 4. Explain the steps in preparing the surface before laying brick bat coba coat.
- 5. Prepare waterproofing cement mortar mixture.
- 6. Demonstrate laying brick bat coba coat.

Carrying out Brick Bat Coba Waterproofing

Say



- The most common use of brick bat coba is in waterproofing of roofs, terraces particularly RCC. In this method the brick bats are put on roofs.
- In this method the brick bats are put on roofs in a given slope and then filled with mortar containing waterproofing compound.
- Slope is provided in the construction to drain away water

Do



- Explain appropriate tools and materials for waterproofing.
- Explain the material used for waterproofing.
- Explain how to interpret sketches for waterproofing.
- Explain the steps in preparing the surface before laying brick bat coba coat.
- Explain how to prepare waterproofing cement mortar mixture.
- Explain laying brick bat coba coat.
- Explain Carrying out brick bat coba waterproofing as per the requirement.
- Show the pictures of the tools, materials and equipment required for carrying out brick bat coba waterproofing and ask the participants to identify the name and usage.

- Elaborate



- List of tools, materials, and equipment required for Carrying out brick bat coba waterproofing.
- Explain the steps involved in Carrying out brick bat coba waterproofing.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



 Use the Mason General PHB and refer page number 137 -155 to explain Carrying out brick bat coba waterproofing

Activity-2



Carrying out brick bat coba waterproofing

Conduct a skill practice activity.

- Lay brick bat coba waterproofing course on 5 X 5 sq.ft surface.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- All existing treatment, coatings on roof slab top is to be removed and surface cleaned by hard wire brush and washed with water. The surface should be free from any oil, grease, dust etc.
- Select well burnt (pucca) bricks.
- Before laying bricks, soak thoroughly in water.
- Any gaps between the brickbats should be filled with mortar. Complete the brickbat coba coat with joints filled with cement mortar in 1:6 proportion.
- All the holes made in the wall for P.V.C/ C.I pipe connections should be finished with water proofing coba along with this coat.
- Cure this coat by ponding water for four days and check for any leakages.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	ConsumablesGravel, fabric or weed cloth, sand, paver block
2	Fix a line thread in a slope 1:150 starting from the lowest point of rainwater down-take	2 hours	Hand toolsChalk or stringShovelTamping tool
3	Broken brick bats are spread on floor compactly and gap between them is filled using mortar	4 hours	Base rake Hammer

4	Fill the cement –mortar 1:4 with water-proofing compound in the brick bat joints	2 hours	Wheel barrowScreed boardMeasuring Instrument
5	Cure the brick bat	2 hours	Measuring tapes
6	Spread cement-mortar mixed with water proofing compound over the placed brick bat coba	4 hours	Markers PPEs & safety equipment
7	Carry out levelling of the surface	2 hours	• Helmet
8	Apply thick cement slurry over the levelled surface, along with the waterproofing compound for a smooth Finish	4 hours	Safety shoesSafety beltInsulated rubber glovesEar plugs
9	Make vertical and horizontal lines at an interval of 30cm x 30 cm on top layer	2 hours	Reflective jacketsSafety message boards
10	Clean the surface and perform curing	2 hours	Fire extinguishersSand buckets

Table 5.2.1 Brick bat coba waterproofing

- For this activity mark out the area to place the paver block, dig the marked area taking allowance for paver depth.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in laying and fixing of paver blocks before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is cleaned upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in construction of walkways, clarify any doubts.







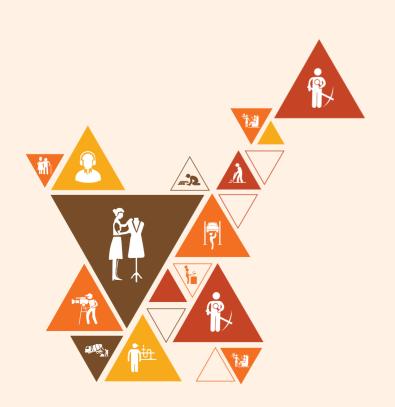




6. Build Structures using Random Rubble Masonry

Unit 6.1 - Laying Course and un-course random rubble masonry

Unit 6.2 - Laying Course of dry rubble masonry



Key Learning Outcomes 💆



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

- 1. Determine the types of rubble masonry.
- 2. List the tools used in rubble masonry.
- 3. List the types of coursed and un-coursed rubble masonry.
- 4. Recognize the types of plaster and mortar requirement as per specification.
- 5. List the types of adhesives used on the base.
- 6. List the types of stones used in rubble masonry.
- 7. Explain the methods of stone work and finishing in rubble masonry.
- 8. Explain the preparation of sub base for random rubble masonry.
- 9. Recognize how to perform visual checks on materials.
- 10. Describe preparatory activities required before building of wall of random rubble masonry.
- 11. Demonstrate the procedure for laying course of dry rubble masonry.
- 12. Explain the importance of pointing.
- 13. List the types of pointing works.
- 14. Identify pointing and raking tools.
- 15. Explain the procedure to prepare mortar mix used for pointing.
- 16. Explain the procedure to carry out different pointing work.

UNIT 6.1: Laying Course and Un-course Random Rubble Masonry

Unit Objectives



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

- 1. Select appropriate tools and materials for Laying Course and un-course random rubble masonry.
- Recognize the types of plaster and mortar requirement as per specification.
- 3. Explain the steps in preparing the Surface before Laying Course and un-course random rubble masonry.
- 4. Demonstrate the process for laying Course and un-course random rubble masonry.
- 5. Explain the procedure to prepare mortar mix used for pointing.
- 6. Demonstrate procedure to carry out different pointing work.

Laying Course and Un-course Random Rubble Masonry



Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit
- Applications in various job environment

Resources to be Used



Theory

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

Practical

Resources such as Hand tools, power tools, consumables, measuring instruments, and PPEs mentioned in the activity table given below.



- Explain how to select appropriate tools and materials for Laying Course and un-course random rubble masonry.
- Explain types of plaster and mortar requirement as per specification.
- Explain the steps in preparing the Surface before Laying Course and un-course random rubble masonry.
- Explain the process for laying Course and un-course random rubble masonry.

- Explain the use of bond stone and jamb stone.
- Explain the procedure to carry out different pointing work.
- Explain how to perform Laying Course and un-course random rubble masonry as per the requirement.
- Show the pictures of the tools, materials and equipment required for Laying Course and un-course random rubble masonry and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for Laying Course and un-course random rubble masonry.
- Explain the steps involved in Laying Course and un-course random rubble masonry.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 157 -179 to Laying Course and un-course random rubble masonry.

Activity-1



Laying Course and un-course random rubble masonry

Conduct a skill practice activity.

- Lay course and un-course rubble masonry of 2m L and 1.5 H
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Locate the job site and the reference points from where you need to build the random rubble masonry.
- Then, clean the site. Take care not to breathe-in the dust.
- Carry out watering and ramming of the site to ensure compaction of soil.

- The stone shall be free from defects like cavities, cracks, flaws, sand holes veins, patches of soft or loose materials, etc.
- Cement used for mortar should be free of lumps
- Apply a layer of mortar on the row of stones.
- Spread it evenly with a trowel.
- Using a tube level, check if the mortar layer is levelled.
- Wet the stones before use
- Each stone to be placed in close proximity to already placed stones to avoid thick mortar (should be less than 2 cm.)
- Use a plumb to check the evenness of the edges of the front row
- Use the nylon rope to ensure that the stones are properly aligned
- Pour mortar in between and over these two rows of stones
- Cover the front surface of the stones with a layer of mortar.
- Spread the mortar evenly with a trowel.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	ConsumablesGravel, fabric or weed cloth, sand, paver block
2	Mark-up and clean the job site	3 hours	Hand tools
3	Prepare stones for sides, edges and bed	4 hours	Chalk or stringShovelTamping tool
4	Wet the stones before use	2 hours	Base rake Hammer
5	Prepare mortar mix for random rubble masonry	4 hours	Spade (Phawda) Mortar pan (Ghamela) Line and pins
6	Apply a layer of mortar on the row of stones	4 hours	Screed board Try square
7	Lay a row of stones over the layer of mortar.	4 hours	Measuring tapeSteel or wooden scale
8	Check the vertically with the plumb bob or spirit level	2 hours	Tapered ruleWooden sleepersRhombus mesh
9	Spread the mortar evenly and remove any smears of mortar	5 hours	Mixing plat formMeasuring InstrumentMeasuring tapes

10	Prepare the surface for pointing work	2 hours	Markers PPEs & safety equipment
11	Place the mortar carefully in joints using a small trowel	2 hours	Helmet Safety shoes Safety belt
12	Press the fresh mortar in the joints to gain strong bond with old interior mortar and carryout desired pointing	2 hours	 Insulated rubber gloves Ear plugs Reflective jackets Safety message boards
13	Perform curing	2 hours	Fire extinguishersSand buckets

Table 6.1.1 Random rubble masonry

- For this activity prior locate the activity area and prepare a flat surface.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in Laying Course and un-course random rubble masonry before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in Laying Course and un-course random rubble masonry.

UNIT 6.2: Laying Course of Dry Rubble Masonry

Unit Objectives



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

- 1. Select appropriate tools and materials for Laying Course of dry rubble masonry.
- 2. Explain the steps in preparing the Surface before Laying Course of dry rubble masonry.
- 3. Demonstrate the process for Laying Course of dry rubble masonry.

Laying Course of Dry Rubble Masonry

Say



Construction is similar to coursed random rubble masonry except that no mortar is used in it.

- Used for temporary works.
- Dry masonry may be coursed or un-coursed.
- For the bottom or foundation courses use large, selected stones.
- Locking of stones is done carefully, so that the interlocking between them is strong and prevents slippage.
- All courses are laid with bearing beds parallel to the natural bed of the material.
- · Sand is used for the initial bedding.

Do



- Select appropriate tools and materials for Laying Course of dry rubble masonry.
- Explain the steps in preparing the Surface before Laying Course of dry rubble masonry.
- Demonstrate the process for Laying Course of dry rubble masonry.
- Explain how to perform Laying Course of dry rubble masonry as per the requirement.
- Show the pictures of the tools, materials and equipment required for Laying Course of dry rubble masonry and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for Laying Course of dry rubble masonry.
- Explain the steps involved in Laying Course of dry rubble masonry.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 157 -179 to Laying Course and un-course random rubble masonry

Activity-2



Laying Course of dry rubble masonry

Conduct a skill practice activity.

- Lay course rubble masonry of 2 m length and 1.5 m height.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Locate the job site and the reference points from where you need to build the random rubble masonry.
- Lay the wall layout on ground. i.e. right angle has to be set and flat level achieved.
- Lay the largest and biggest stone at bottom and at angles. Lay all courses with bearing beds parallel to the natural bed of the material. Use sand for the initial bedding. Ensure that face joints shall not exceed one inch in width.
- Make sure that each stone bears firmly on the underlying course at not less than 3 separate points.
- Keep the necessary options to insert dowels and jams in wall.
- Lay the stones irregularly, but see that vertical joints are staggered.
- Verticality of wall should be checked thoroughly by vertical plumb bob.

Sub Activity	Skill Practice	Time	Resources
1	Clean the site for any debris and bushes.	2 hours	Consumables Sand, water, stone Hand tools Hammer Brick chisel Stone chisel Comb chisel Bolster Masonry hand saw

2	Lay the wall layout on ground.	2 hours	 Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers
3	Carryout quality checks and field tests for selection of good stone	2 hours	 Brushes Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level
4	Lay the largest and biggest stone at bottom and at angles	4 hours	 Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form
5	Lay the stones irregularly, but see that vertical joints are staggered	4 hours	Power tools
6	Check verticality of wall thoroughly using vertical plumb bob	4 hours	 Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 6.2.1 Dry rubble masonry

- For this activity prior locate, clean the site for any debris and bushes.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in Laying Course of dry rubble masonry before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is cleaned upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in Laying Course of dry rubble masonry.

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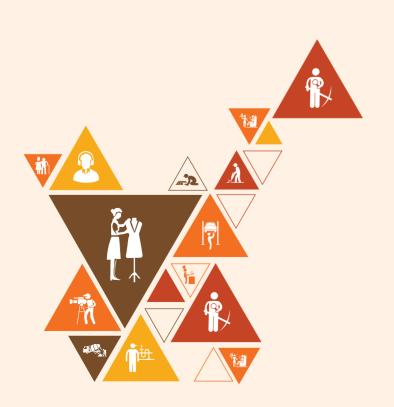




7. Carry out IPS/ Tremix Flooring

Unit 7.1 - Carrying out Tremix flooring

Unit 7.2 - Carrying out IPS flooring



Key Learning Outcomes 🙄



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

- 1. Explain Tremix flooring and its benefits.
- 2. Explain IPS flooring and its benefits.
- 3. List the tools and equipment required for IPS and Tremix flooring.
- 4. Describe the process involved in preparing the sub-base and base for Tremix flooring works.
- 5. Describe the process involved in preparing the sub-base and base for IPS flooring works.
- 6. Describe the IPS and Tremix flooring process.

UNIT 7.1: Carrying out Tremix Flooring

- Unit Objectives



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

- 1. Explain Tremix flooring and its benefits
- 2. List the tools and equipment required for Tremix flooring.
- 3. Describe the process involved in preparing the sub-base and base for Tremix flooring works.
- 4. Demonstrate the process of Tremix flooring

Carrying out Tremix Flooring





• Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit
- Applications in various job environment

Resources to be Used



Theory

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

Practical

Resources such as Hand tools, power tools, consumables, measuring instruments, and PPEs mentioned in the activity table given below.



- Explain Tremix flooring and its benefits
- List the tools and equipment required for Tremix flooring.
- Explain the process involved in preparing the sub-base and base for Tremix flooring works.
- Explain the process of Tremix flooring.
- Explain steps in carrying out Tremix flooring as per the requirement.
- Show the pictures of the tools, materials and equipment required for carrying out Tremix flooring and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for Carrying out Tremix flooring.
- Explain the steps involved in Carrying out Tremix flooring.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 181 -195 to Carrying out Tremix flooring

Activity-1



Carrying out Tremix flooring

Conduct a skill practice activity.

- Carryout Tremix flooring on 100 sq.ft area.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- Prepare the sub-base by watering and ramming, properly ensure no loose material are left.
- Floor slope should be maintained in PCC (Plain Cement Concrete) work, which shall be laid above the stone soling.
- Tremix has to be done in panel and each panel shall be of 3.5 meter and appropriate reinforcement bar shall be laid in layer of two or one keeping the concrete cover of 50 (it may differ as per standard).
- Vacuum de-watering machines are useful, which removes excess water from the top layer of wet
 concrete without removing the cement of sand particles. This is done soon after concerting,
 ramming or vibrating with screed vibrator, and levelling first round troweling, when the concrete is
 fresh.
- Further to avoid shrinkage cracks and increase the abrasion floor hardener and polyurethane fibers are to be added to concrete in small amount.
- Casting of concrete flooring in panels to avoid shrinkage cracks and work as expansion joints, it is slow and time consuming process, especially when large area are to be floored.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	Consumables cement, sand, aggregate, water Hand tools Hammer Brick chisel Stone chisel
2	Prepare the sub base as per the requirement	4 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet, Spade (Phawda)
3	Lay and spread the specified grade of concrete	4 hours	 Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers Brushes Line and pins
4	Vibrate and level the poured concrete by double beam vibrator	4 hours	 Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level
5	Remove excess water from concrete using vacuum dewatering treatment	4 hours	 Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows

6	Sprinkle hardener as per requirement/Specifications	2 hours	 Wooden sleepers Rhombus mesh Mixing plat form Power tools Air compressor Angle grinder Electric drills
7	Float the surface with power trowel	4 hours	 Concrete mixer Vacuum cleaner Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes
8	Perform curing	2 hours	 Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets

Table 7.1.1 Tremix Flooring

- For this activity prior locate and remove old plaster and lay damp proofing membrane, after removing some brick and plaster.
- Make sure all the participants are wearing proper PPEs and proper safety measures are followed while working at height.
- Explain the overall procedure and key points in laying cementitious waterproofing course before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is cleaned upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in laying cementitious waterproofing course.

UNIT 7.2: Carrying out IPS Flooring

- Unit Objectives



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

- 1. Explain IPS flooring and its benefits.
- 2. List the tools and equipment required for IPS flooring.
- 3. Describe the process involved in preparing the sub-base and base for IPS flooring works.
- 4. Demonstrate the process of IPS flooring.

Carrying out IPS Flooring

Say



- IPS flooring stands for Indian patent stone flooring
- Indian Patent Stone Flooring, is used generally for flooring, to achieve a water sloping and economical finish with a decent appearance.
- It is a basic type of cement concrete flooring which is good against wear and tear.
- It can be used for industrial, commercial or residential purposes.
- Indian Patent Stone flooring which has red oxide as topping is called red oxide flooring.

Do



- Explain IPS flooring and its benefits
- List the tools and equipment required for IPS flooring.
- Explain the process involved in preparing the sub-base and base for IPS flooring works.
- Explain the process of IPS flooring.
- Explain steps in carrying out IPS flooring as per the requirement.
- Show the pictures of the tools, materials and equipment required for Carrying out IPS flooring and ask the participants to identify the name and usage.

Elaborate



- List of tools, materials, and equipment required for Carrying out IPS flooring.
- Explain the steps involved in Carrying out IPS flooring.
- List out the safety rules and regulations for the activity.

Notes for Facilitation



• Use the Mason General PHB and refer page number 181 -195 to Carrying out IPS flooring

Activity-2



Carrying out IPS flooring

Conduct a skill practice activity.

- Carryout IPS flooring on 5 X 5 sq.ft area
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

- The earth filling or sub grade shall be properly compacted to ensure that no loose packets are left
- The Slope of flooring shall be provided and maintained in base course before laying of topping layer
- Mark reference level and transfer this to location of flooring area
- Mark the thickness level of flooring
- Provide dummy dots to maintain required level of flooring
- After dummy dots are set, concrete is poured as per specification, length of a panel shall not exceed 14 times its breadth
- The final troweling should be done before the concrete has become hard and sufficient pressure is required to make firm impression on the concrete surface.
- There should not be any mark left on the finished surface and care should be taken that no cement slurry spread on the surface.
- For curing of IPS concrete flooring surface pond or wet Hessian clothes are spread over surface for 15 days.

Sub Activity	Skill Practice	Time	Resources
1	Select tools and perform checks to confirm their workability	2 hours	Consumables

2	Prepare the sub base as per the requirement	4 hours	 Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/metal) Straight edge (Aluminium) Wood/rubber mallet,
3	Prepare the required grade of concrete mix	4 hours	 Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers
4	Mark reference level and thickness of the flooring as per the specification	2 hours	 Brushes Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori)
5	Place dummy dots to maintain required level of flooring	2 hours	 Try square Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and rape shapkles sling helts)
6	Pour the concrete mix on the floor as per the specification	2 hours	rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form Power tools Air compressor Angle grinder Electric drills Concrete mixer Vacuum cleaner Double beam vibrator Measuring Instrument Measuring tapes
7	Fix glass and aluminium strips over base concrete with their top at proper levels and as per required slope	4 hours	

8	Level and finish the laid cement mortar	4 hours	 Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets
9	Perform curing	2 hours	

Table 7.2.1 IPS flooring

- For this activity prior locate the activity area, clean and mark as per the requirement.
- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure and key points in Carrying out IPS flooring before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Check and ensure workplace is clear upon completion of task.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in Carrying out IPS flooring.

- Notes		
Motes		
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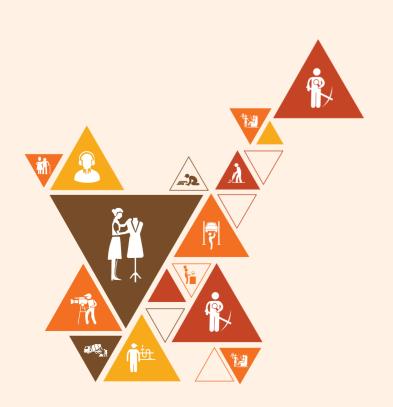






8. Work effectively in a team

Unit 8.1 – Work Effectively in a Team



Key Learning Outcomes 👸



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

- 1. Explain the process of communication.
- 2. Develop oral and written communication skills.
- 3. Effectively communicate with others.
- 4. Describe the reporting procedure to a concerned authority.

UNIT 8.1: Work Effectively in a Team

Unit Objectives



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

- 1. Explain the process of communication.
- 2. Develop oral and written communication skills.
- 3. Effectively communicate with others.
- 4. Describe the reporting procedure to a concerned authority.

Communication



• Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit
- Applications in various job environment

Resources to be Used



Theory

Black/ white board, marker, notebook, pen, laptop along with projector, PPT, Assistant Electrician Participant handbook.

Practical

Resources such as Hand tools, power tools, consumables, measuring device, measuring instruments, and PPEs mentioned in the activity table given below.



- List out the important soft skills required for Mason General.
- Explain communication.
- Explain modes of communication.
- List the tips for effective communication.
- List out the important oral and written skills required for Mason General.
- Describe oral and written skills.
- List out the major situations where Mason General should definitely report.

- Describe how to report to a concerned authority.
- Show and explain the basic thumb rule of effective communication.

Notes for Facilitation



• Use the content in participant handbook, page no 199 and explain the important soft skills required for Mason General.

Activity-1



Effective communication

Conduct a role play activity on effective communication.

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

Scenario: Communicating task list with time duration including deviation like shortage of materials/tools and shortage of labour. (E.g.: Shortage of resources while constructing a brick wall).

Points to be remember:

- Trainer should divide the participants into groups.
- Trainer should explain the scenario to the groups.
- Each group has to prepare their own script for performing role play on the given scenario.
- Each group has to communicate the task, explain how to perform the task, safety precautions to be taken and quality checking of completed work.
- Each group has to compulsory explain their communication modes & strategy in completing the activity within the stipulated time.
- At the end of the activity the trainer should conclude the activity by listing do's and don'ts in communication process.

Sub Activity	Time	Resources
Read and understand the scenario	4 hours	Pen, Paper, Sample reporting procedure
Communicate with the co-worker and frame own script based on the given scenario	6 hours	
Perform role play based on the framed script	4 hours	
Discuss do's and don'ts of the role play	4 hours	

Table 8.1.1 Communication

- Select three persons from the group.
- Explain the role play that will be enacted. Consider a sample deviation in work (like shortage of materials/tools, shortage of labor, inaccessibility of the workspace, confined space, etc.) and engage the class in understanding the sequence of reporting.
- Consider Person "A" to be an Assistant Mason and Person "B" as Co-worker and Person C as the Superior.
- Ask the Person A to read and understand the reporting procedure, tell him to convey the deviation to Person B, report the situation to Person C and prepare a report on the same.
- Guide the persons in enacting the role play, indulge wherever required.
- Finish the activity within the time allotted.
- Ask the group to explain what they have learnt from the role play, clarify any doubts





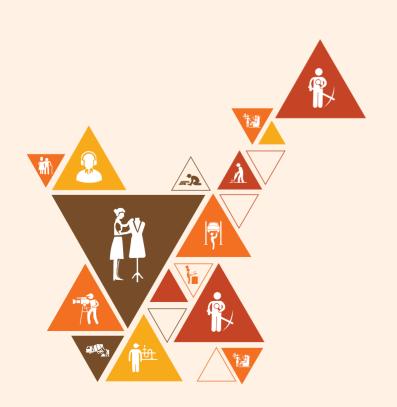






9. Plan and Organise Work

Unit 9.1 - Plan and organize work to meet expected outcome



Key Learning Outcomes 💆



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

- 1. Plan activities and schedules.
- 2. Prioritize tasks to achieve desired results.
- 3. Organize man, material resources effectively.

UNIT 9.1: Plan and Organize Work to Meet Expected Outcome

- Unit Objectives



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

- 1. Plan activities and schedules.
- 2. Prioritize tasks to achieve desired results.
- 3. Organize man, material resources effectively.

Prioritize Work and Organizing Resources

Say



Prioritising work involves steps that help to achieve the desired results:

- 1. Listing down daily task
- 2. Recognising urgent vs. important task
- 3. Evaluating the value of the task
- 4. Ordering task by estimating efforts
- 5. Flexibility and adaptability in task completion
- 6. Focusing on the priorities

Do



- List out the important planning and organizing skills required for Mason General.
- Explain how to prioritize work.
- Explain the steps involved in prioritizing work.
- List out the important organizing and optimizing skills required for Mason General.
- Explain benefits of organizing resources.
- Show and explain the basic thumb rule involved in prioritizing work.

Notes for Facilitation



- Use the content in participant handbook, page no 212 and explain the important planning and organizing skills required for Mason General.
- Use the tips in participant guide

Activity-1



Prioritizing work and organizing resources

Conduct a role play activity on prioritizing work and organizing resources for masonry work at construction site

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

Scenario: Constructing a brick wall using provided resources like bricks, mortar, labour etc.

Points to be remember:

- Trainer should divide the participants into groups
- Trainer should explain the scenario to the groups
- Each group has to prepare their own script for performing role play on the given scenario
- Each group has to compulsory explain their planning and organizing strategy in completing the
 activity
- At the end of the activity the trainer should conclude the activity by listing do's and don'ts in planning & organizing process

Sub Activity	Time	Resources
Communicate with the co-worker and frame own script based on the given scenario	6 hours	PPE, tools, equipment and materials
Perform role play based on the framed script	6 hours	and materials

Table 9.1.1 Prioritizing and organizing work

Specific Instructions

- Explain the process of prioritizing work and organizing resources accordingly to the group before commencement of the role play.
- Select one person from the group.
- Explain the role play that will be enacted.
- Ask the person to consider that today at site construction of brick wall work should be done.
- Now ask the person how will he prioritize the various sub-tasks for carrying out the main task
- Explain about critical activity and its influence on the completion of task

- Help the person in prioritizing the work wherever needed.
- Ask the person to plan for organizing the resources accordingly after prioritizing, and check whether the person is following standard resource allocation.
- Complete the activity in the scheduled time.
- Explain the importance of resource allocation and productivity calculation using thumb rule.
- Clarify any doubts.











10. Employability & Entrepreneurship Skills

Unit 10.1 – Personal Strengths & Value Systems

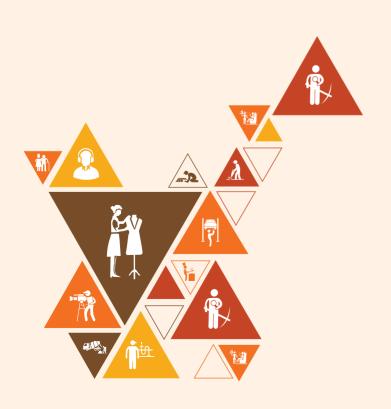
Unit 10.2 - Digital Literacy: A Recap

Unit 10.3 – Money Matters

Unit 10.4 - Preparing for Employment & Self Employment

Unit 10.5 – Understanding Entrepreneurship

Unit 10.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expectation Mapping

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

Defining Objectives

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

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

In order to effectively facilitate this workshop:

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

General instructions for role playing:

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

UNIT 10.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

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

UNIT 10.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | ©



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

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

Resources to be Used



Participant Handbook

- Ask



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



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?



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

Role Play



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

Summarize | 📜



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



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

Activity | 28



Health Standard Checklist from the Participant Handbook.

Ask



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

Sav



- 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.



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

Summarize |



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

Ask



Discuss:

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

Sav



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

Activity



Health Standard Checklist: Hygiene



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

Do



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

Ask



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

Summarize | 📜



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



What is a habit?



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

Summarize \



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

UNIT 10.1.2: Safety

┌ Unit Objectives 🏻 🎯



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

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

Resources to be Used



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



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

Team Activity



Safety Hazards

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

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

Ask



How could you or your employees get hurt at work?

Say



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

Do 🗸

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

Say



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

Do



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

- Ask



De-briefing

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

Summarize |



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

UNIT 10.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?



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

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

- Resources to be Used



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

- Activity



• This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do



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

Say



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

Team Activity



Tower building

Each group which will create tower using the old newspapers.

Do



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

Ask



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



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?



Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask



• What did you learn from this story?

Activity



What Motivates You?

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

Do



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

Say



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

_┌ Summarize



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

UNIT 10.1.4: Honesty & Work Ethics

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



Participant Handbook

Ask



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



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

Do



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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's weddingwas 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 duppatas, 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 Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say



- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Once the presentation is over, the class can ask their questions.

Do

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

- Summarize 📜



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

UNIT 10.1.5: Creativity and Innovation

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- Chart papers
- Marker pens

Ask



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

Sav



- 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 Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

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



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

Team Activity



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

Activity De-brief

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

Do



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

_r Summarize 📜



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

Notes for Facilitation



• Source for stories on innovations:

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

UNIT 10.1.6: Time Management

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



Participant Handbook

Ask (ask)



Does this sound like you?

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

- Example | 🗑



• Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask



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

Activity



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

Say



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

Ask



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

Say



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

- Activity



Effective Time Management

• This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here..
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- Category 1: Urgent/Important
 - This category is for the highest priority tasks. They need to get done now.

· Category 2: Not Urgent/Important

- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
- The tasks in this category can include strategic thinking, deciding on goals or general direction and planning—all vital parts of running a successful business.

Category 3: Urgent/Not Important

- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

· Category 4: Not Important and Not Urgent

- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

URGENT-IMPORTANT GRID URGENT/ IMPORTANT NOT URGENT/ IMPORTANT Meetings Planning • Last minute demands Working towards goals • Project deadlines • Building relationship Crisis • Personal commitments 1 • Interruptions · Internet surfing • Phone calls/ E-mails Social media • Other people's minor demands Watching TV **URGENT/ NOT IMPORTANT NOT URGENT/ NOT IMPORTANT**

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT	URGENT/ IMPORTANT		NOT URGENT/ IMPORTANT	
	1	2		
	3	4		
URGENT/ NOT IMPORTANT		NOT URGENT/ NOT IMPORTANT		

Do 🗸

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

Say 🔽

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- Category 1: Urgent/Important
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.

• Category 2: Not Urgent/Important

- Plan these tasks carefully and efficiently as they are most crucial ones for success.
- If necessary, also plan where you will do these tasks, so that you're free from interruptions.
- Include strategic thinking, deciding on goals or general direction and planning in your planning process.

Category 3: Urgent/Not Important

- Ask yourself whether you can reschedule or delegate them.
- A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

• Category 4: Not Important and Not Urgent

- You also want to minimize the tasks that you have in this category.
- These activities are just a distraction avoid them if possible.
- You can simply ignore or cancel many of them.
- Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
- Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summarize



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

- Notes for Facilitation



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

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

UNIT 10.1.7: Anger Management

-Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

Ask



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



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

Do



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

┌ Activity



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

Ask



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

Say



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

Do

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

- Activity 🎏



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

Result of your anger:

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

Say |



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

Do



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

Ask



De-brief questions:

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

Summarize | **E**



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

- Notes for Facilitation



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

UNIT 10.1.8: Stress Management: What is stress?

Unit Objectives | ©



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

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

Resources to be Used



Participant Handbook

Ask



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

Sav



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?



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

Do

- Divide the class into four groups of 5-6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask



De-brief questions:

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

Say



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

Do



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

Say



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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do



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

Scenario 5

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

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

Say



De-brief:

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

_r Summarize 📜



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



- 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 interative.

Notes -			

UNIT 10.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

UNIT 10.2.1: Computer and Internet Basics: Basic Parts of a Computer

-Unit Objectives | 🎯



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

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

Resources to be Used



- Participant Handbook
- · Computer Systems with the required applications

Sav



- 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?



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

Summarize | 📜



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

┌ Practical



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

-Do

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

UNIT 10.2.2: MS Office and Email: About MS Office

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with MS Office

-Ask



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



- 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,
- 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?

Sav



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

-Do

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

Demonstrate 🛊



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

-Practical 🐘



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

-Summarize 📜



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

UNIT 10.2.3: E-Commerce



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

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

Resources to be Used



- Computer System with internet connection
- · Participant Handbook

-Ask



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

Say



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

-Ask



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

Say



Give examples of e-commerce activities from Participant Handbook.

-Team Activity 💃



E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.
- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say



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

Do



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

Say



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

Explain



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

Say



- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - Developing the website
 - Hosting the website
 - · Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

-Role Play 😴



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

-Ask



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

-Say



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

Do



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

-Ask



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

Say



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

-Summarize 🔏



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

Notes 📋			

UNIT 10.3: Money Matters

Key Learning Outcomes



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

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

UNIT 10.3.1: Personal Finance – Why to Save?

-Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

-Ask



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

-Example



• Let's look at these two examples:

Example 1:

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



- 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?



- 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?



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

-Summarize 📜



$You \, can \, summarize \, the \, session \, by \, discussing: \,$

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

UNIT 10.3.2: Types of Bank Accounts, Opening a Bank Account

-Unit Objectives | 6



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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

Resources to be Used



- Account opening sample forms
- Participant Handbook

-Ask



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

-Example 🗣



• Let's look at the given example:

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

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

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

-Ask



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

·Say



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

-Ask



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

-Say



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

Team Activity 🗽



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

Activity De-brief

Ask each group to present the key points of their account.

Say



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

-Ask



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



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

-Team Activity 👯



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

-Do

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

-Summarize 📜



Note:

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

ample Bank Account Opening form.		
Photograph		XXX Bank
SAN	ING BANK ACCOUNT OPENING FORM	
Account No.:	_	Date:
Name of the Branch		1
Village/Town		
Sub District / Block Name		
District		
State		
SSA Code / Ward No.		
Village Code / Town Code	Name of Village / Town	
Applicant Details:		
Full Name Mr./Mrs./Ms. First	Middle	Last Name
Marital Status		
Name of Spouse/Father		
Name of Mother		
Address		
Pin Code		
Tel No. Mobile	Date	e of Birth
Aadhaar No.	Pan	No.
MNREGA Job Card No.		
Occupation/Profession		
Annual Income		
No. of Dependents		

1	Owning Hous Y/N	e 🏻	Y/N	Owning Farm :
3	No. of Animal	S :		Any other
Existing Bank A/c. of family nembers / nousehold	Y	/ N	If ye	es, No. of A/cs
(isan Credit Card	Whether Eligi	ble	Y/N	
request you to is:	sue me a Rup	ay Card		- West
needs subject to	the condition aft facility. I sh	that only	y one member	neeting my emergency/ family er from the household will be as and conditions stipulated by
shall abide by all leclare that I have Place:	I the terms an	d condit	ions as may I Iraft or Credit	nd have understood the same be in force from time to time. facility from any other bank.
Date:				Signature / LTI of Applicant
lomination:				
I want to nomin	ate as under			9
		CONTRACTOR OF THE		
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.

UNIT 10.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

┌Unit Objectives 🏻 🎯



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

• Differentiate between fixed and variable costs

-Resources to be Used 🗽



- Participant Handbook
- Blank sheets of paper
- Pens

-Ask



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

Say



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

-Team Activity



Identify the type of cost

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

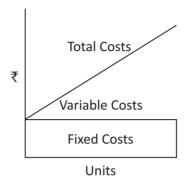
·Do

- 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.

·Sav



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



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

-Team Activity 💃



Fixed vs. Variable Costs

- This is a group activity.
- You want to start your own entrepreneur business.
- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

Activity De-brief

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

Do

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

-Summarize 📜



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

Notes for Facilitation



• Answers for the activity - Identify the type of cost

1. Rent (Fixed)

2. Telephone bill (Fixed)

3. Electricity bill (Fixed)

4. Machinery (Fixed)

(Fixed) 5. Insurance

6. Office supplies/Raw materials (Variable)

7. Employee salaries (Fixed)

8. Commision percentage given to sales person for every unit sold (Variable)

Credit card fees (Variable)

10. Vendor bills (Variable)

UNIT 10.3.4: Investments, Insurance and Taxes

-Unit Objectives | 6



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

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

-Resources to be Used



Participant Handbook

-Ask



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

–Example 🖣



• Let's have a look at a few scenarios.

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

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

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

Sav



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

-Ask



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



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



We will have a quiz today.

-Team Activity 🕍



The activity is a quiz.

Do



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

-Summarize 🛭 俎



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 burrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

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

Small Saving Scheme

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

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

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

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

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 10.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives | 6



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

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

Resources to be Used



- Participant Handbook
- Computer System with internet connection
- Debit card

-Ask



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



- · 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
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.

Do



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

Say



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

-Do



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

-Summarize



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

Notes -			

UNIT 10.4: Preparing for Employment & Self Employment

Key Learning Outcomes



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

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

UNIT 10.4.1: Interview Preparation: How to Prepare for an Interview?

-Unit Objectives



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

• Discuss the steps to follow to prepare for an interview

-Resources to be Used 🎏



• Participant Handbook

-Ask



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

Say



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

-Activity 1



Introducing Yourself

Do 🗸

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

Ask



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

Say



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

·Do 🔍



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

-Activity 2



· Planning the right attire

·Do 🗸

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

-Summarize |



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

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

-Unit Objectives



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

Discuss the steps to create an effective Resume

Resources to be Used 🕼



- Participant Handbook
- Blank papers
- Pens

-Ask



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

Sav



- 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.

- 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.

Sav



- 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.





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 nxxxxxxxxxla@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

Sav



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

·Do



As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

·Summarize 🞏



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

Notes for Facilitation



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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

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

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

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

Educational background:

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

Professional internships:

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

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 10.4.3: Interview FAQs



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

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

Resources to be Used 🧽



Participant Handbook



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

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

-Role Play



Conduct a role play for the situation given.

Situation 1

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



De-brief:

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

-Role Play 😴



Conduct a role play for the situation given.

Role Play - Situation 2

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

Sav



De-brief:

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

-Role Play 😴



Conduct a role play for the situation given.

Role Play - Situation 3

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

Sav



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."



Conduct a role play for the situation given.

Role Play - Situation 4

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

Say



De-brief:

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

Role Play



Conduct a role play for the situation given.

Role Play - Situation 5

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

Say



De-brief:

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

-Role Play

Conduct a role play for the situation given.

Role Play - Situation 6

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

·Sav



De-brief:

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

Role Play



Conduct a role play for the situation given.

Role Play - Situation 7

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

Say



De-brief:

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

-Explain



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

-Do

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



Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

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

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

·Summarize 📜



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

UNIT 10.4.4: Work Readiness – Terms and Terminology



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

Identify basic workplace terminology

Resources to be Used



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

-Ask



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



• 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.



- 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?

Sav



· 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.



Let's go ahead with the activity.

Team Activity



Terms and Terminology

• The activity continues with the same group members.

Part 3

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

Activity De-brief

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

-Do



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

-Summarize 📜



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

UNIT 10.5: Understanding Entrepreneurship

Key Learning Outcomes



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

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

UNIT 10.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

-Unit Objectives | @



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

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

Resources to be Used



Participant Handbook



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

-Team Activity 🕍



Quiz Questions

1. Who is the founder of Reliance Industries?

2. Who is the Chairman of Wipro Limited?

Azim Premji

Dhirubhai Ambani

3. Who launched e-commerce website Flipkart?

Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

Bhavish Aggarwal

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

Bhavish Aggarwal

Do

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

-Ask



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



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

·Summarize 📜



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

Notes for Facilitation



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

UNIT 10.5.2: Leadership and Teamwork



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

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

Resources to be Used 🍪

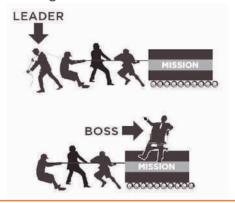


- Participant Handbook
- Blank sheets of paper
- Pens

-Do



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



Say



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

Say



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

·Ask



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



- 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.

Sav



De-brief:

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

Say



- Tell the class that both the teams performed well.
- · Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

·Summarize 📜



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

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

-Unit Objectives



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

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

-Resources to be Used



Participant Handbook

-Activity 1



Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

-Ask



De-brief questions:

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

Say



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

Say



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

-Ask



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

Say



• Let's play a game to understand effective listening process better.

Do 🗸

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

-Activity 2



Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

-Ask



De-brief question:

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

Say



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

-Activity 3



Elevator Pitch:

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

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

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

Do



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

-Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 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?
 - 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.
 - 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?

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

·Summarize 📜



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

UNIT 10.5.4: Problem Solving & Negotiation Skills

Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

Ask



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



- 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'.



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

Team Activity



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

·Sav

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?



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?



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

·Summarize 📜



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

-Activity



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

Do



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

Ask



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

Say



• Discuss "What is Negotiation?" as given in the Participant Handbook.

Ask



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

Say



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

Say



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

-Role Play 🌠



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

Do



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

·Summarize | 📜



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

UNIT 10.5.5: Business Opportunity Identification: **Entrepreneurs and Opportunities**

-Unit Objectives | 🎯



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

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

Resources to be Used 🚱



- Participant Handbook
- Blank sheets of paper
- Pens

-Ask



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

Say



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

Do



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

-Activity



Do your SWOT analysis

Strength

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

Opportunity

What trends may positively impact you?

What opportunities are available to you?

Weakness

What are your weaknesses?

What do your competitors do better than you?

Threat

Do you have solid financial support?

What trends may negatively impact you?

-Do

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

-Ask



De-brief questions:

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

-Summarize 📜



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

UNIT 10.5.6: Entrepreneurship Support Eco-System

Unit Objectives



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

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

Resources to be Used



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

-Ask



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

Say



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

-Ask



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

Say



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

Team Activity



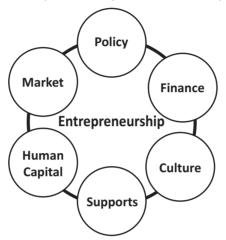
Making a poster showing the entrepreneurship support eco-system.

Do 🗸

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

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



-Ask



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

Say



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

Team Activity 🙀



• Presentation on key schemes to promote entrepreneurs

Do 🗸

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

Activity De-brief

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

Summarize 📜



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

UNIT 10.5.7: Risk Appetite & Resilience

Unit Objectives | ©



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

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

Resources to be Used



- Participant Handbook
- Chart papers
- Blank sheets of paper
- 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 want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

·Say



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

Say



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

Team Activity



Risk Appetite

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

Activity De-brief

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

- Do



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

-Ask



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

-Example 🛜



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

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a 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.

-Sav



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

Say



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

Team Activity



Entrepreneurship and Resilience

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

Activity De-brief

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

Do



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

-Summarize | 🖇



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

UNIT 10.5.8: Success and Failures

Unit Objectives 6



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

• Discuss how to deal with failure

Resources to be Used



Participant Handbook

- Ask



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

-Example | 🤤



• Let's have a look at this example.

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

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



- 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?



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

Team Activity



- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

- 1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
- 5. Give the pairs 15-20 minutes to conduct the role play.
- 6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
- 7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
- 8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
- 9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

-Summarize 📜



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

Notes -			

UNIT 10.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

- 1. Discuss how market research is carried out
- 2. Describe the 4 Ps of marketing
- 3. Discuss the importance of idea generation
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Discuss the importance of setting goals
- 10. Differentiate between short-term, medium-term and long-term goals
- 11. Discuss how to write a business plan
- 12. Explain the financial planning process
- 13. Discuss ways to manage your risk
- 14. Describe the procedure and formalities for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 10.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

-Unit Objectives 🧒



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

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

Resources to be Used



- Participant Handbook
- · Chart papers
- · Markers pens
- Blank sheets of paper

Ask



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

- Example | 💡



• Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or 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.



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

Team Activity



Market Study

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

Activity De-brief

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

Do 🗸

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

Say



• By opening a tuition centre you are offering a service.

Ask



• What factors will you keep in mind before opening it?

Say



• Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say



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

Team Activity



4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class
 - 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to 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.



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

Summarize 📜



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

UNIT 10.6.2: Business Entity Concepts



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

Recall basic business terminology

Resources to be Used



Participant Handbook

Say



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

- Activity



• The activity is a quiz.

· Do

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

Summarize | 📜



• Summarize the unit by discussing the key points.

Notes for Facilitation



QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

UNIT 10.6.3: CRM & Networking

Unit Objectives | 6



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

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

Resources to be Used



• Participant Handbook

Ask



- Can your business run without customers/buyers?
- Who is the most important entity in any business?



- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity



Case Study Analysis

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

Scenario 2

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

Scenario 3

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

Scenario 4

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



- 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.



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

Activity



Group Discussion

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

Summarize | 📜



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

UNIT 10.6.4: Business Plan: Why Set Goals?

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- · Chart papers
- Blank papers
- Marker pens
- Ruler

Ask



- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set
- 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?

Sav



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?



- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity



Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN							
Executive Summary: What is your Mission Statement?							
Business Description: What is the nature of your business?							
Market Analysis: What is your target market?							
Organization and Management: What is your company's organizational structure?							
Service or Product Line: What is the lifecycle of your product/ service?							
Marketing and Sales: How will you advertise and sell your products?							
Funding Request: How much fund is required and from where?							



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



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

- Do



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



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

r Summarize 📜



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

🛮 Notes for Facilitation 🛭



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

UNIT 10.6.5: Procedures and Formalities for Bank Finance

Unit Objectives 6



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

• Describe the procedure and formalities for applying for bank finance

Resources to be Used 🧽



- Participant Handbook
- · Bank loan/finance form sample

Ask



· While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?



- 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.

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize |



- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

$_{\mathsf{\Gamma}}$ Notes for Facilitation \parallel \equiv

mentioned in application

(in case of partnership firm)



- 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

15. Copy of memorandum and article of association (in case of limited company)/partnership deed

UNIT 10.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives | ©



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

Discuss how to manage their own enterprise

Resources to be Used



Participant Handbook

Ask



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?



• 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.

Sav



- 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.



• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity



Enterprise Management

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

Activity De-brief

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

Do 🗸

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

┌ Summarize 📜



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 10.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

┌ Unit Objectives 🏻 🎯



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

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

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



Why do you want to become an entrepreneur?



- · It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- · Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do



- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize 📜



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

Notes		





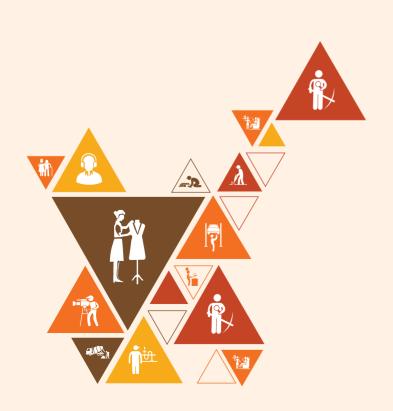






11. Annexures

Annexure I - Training Delivery Plan Annexure II - Assessment Criteria



Annexure I

Program Name	Certificate Course for Ma	Certificate Course for Mason General								
Qualification Pack Name & Ref. ID	Mason General, CON/QC	Mason General, CON/Q0103								
Version No.	1.0	1.0 Version Update Date 30-01-2018								
Pre-requisites to Training (if any)	Preferably 5th Class, Desirable: 1. Non trained worker: Minimum Five years site experience 2. Trained worker: 2 years' experience for Masonry Level 2 qualified									
Training Outcomes	By the end of this progra	By the end of this program, the participants will be able to:								
	Construct masonry structures using brick / block									
	2. Execute plaster on int	ernal & external surfaces of Masonry &	. RCC structures							
	3. Carry out waterproof	ing work on structures using cementition	ous materials							
	4. Build structures using	random rubble masonry								
	5. Carry out IPS / Tremix	flooring								
	6. Work effectively in a t	eam to deliver desired results at the wo	orkplace							
	7. Plan and organize work to meet expected outcome									
	8. Work according to pe	ersonal health, safety and environmen	t protocol at construction							

SI. No	Module	Unit	Session Name	Session Objectives	NOS Refere nce	Methodology	Training Tools/Aids	Duration (hours)
1	Introducti on	UNIT 1.1: Introductio n to training program	Purpose, Benefits of the Training Programme and Introduction to QP and NOS	Participant will be able to, Explain the purpose of training. Describe about National Occupation Standards and Qualification Pack.	NA	Interactive Lecture	PPT	2

An ove of cor	erview	Introduction and modernization of construction sector	Participant will be able to, Explain about construction sector in India. Explain modernization construction sector in India.	NA	Interactive Lecture	PPT	2
Rol res itie Ma	les and sponsibil es of	Introduction to masonry works in the construction sector	Participant will be able to, Explain the possible masonry works happen at a construction site. List the important masonry activities that happen often at construction site	NA	Interactive Lecture	PPT	2
		Roles, Responsibilities and Personal attributes of Mason General	Participant will be able to, List the roles and responsibilities of a Mason General in detail. Correlate the roles and responsibilities of Mason General. Explain the necessity of personal attributes. List the personal attributes of Mason General in detail. Correlate the roles, responsibilities and personal attributes of Mason General in detail.	NA	Interactive Lecture	PPT	1
		Career progression path	Participant will be able to, Explain the career progression path for Mason General	NA	Interactive Lecture	PPT	1

2	Work according ly to personal health, safety and environm ent protocol at constructi on site	safety	General safety at construction site	Participant will be able to, List the types of hazards involved in construction sites Describe the safety control measures and actions to be taken under emergency situation Explain how to classify fire and fire extinguishers Explain how safety	CON/N9 001 KA2, KB1 KB4	Interactive Lecture	PPT	3
			Start the fire alarm	Participant will be able to, Start the fire alarm	CON/N9 001 PC1, PC2, PC3, PC4, PC7	Demonstration and practice	Stationary items, Fire extinguisher, wood and paper pieces, match box	1
			Use fire extinguisher	Participant will be able to, Use fire extinguisher		Demonstration and practice		3
			Call for medical help and carryout primary first aid for the injured person	Participant will be able to, Call for medical help and carryout primary first aid for the injured person		Demonstration and practice		2
			Instruct co- workers to gather at the collection point	Participant will be able to, Instruct coworkers to gather at the collection point		Demonstration and practice		2
			Evacuation procedure in case of major fire breakout	Participant will be able to, Instruct Evacuation procedure in case of major fire breakout		Demonstration and practice		2
		UNIT 2.2: Personal health and safety	Personal safety at construction sites	Participant will be able to, Describe the safety norms	CON/N9 001 KA1, KA2,	Interactive Lecture	PPT	2

		applicable in construction sites Explain the use of PPE's used by Mason General List the type of hazards associated with masonry work Identify hazards associated with masonry work Describe the effects of faulty/improper working condition	KB1, KB4			
	Practice wearing PPE	Participant will be able to, Carryout procedure for using PPE	CON/N9 001 PC5, PC6 PC9, PC10	Demonstration and practice	Temporary scaffold and PPE	3
	Safe erection of scaffold and work platform	Participant will be able to, Demonstrate safe erection of scaffold and work platform		Demonstration and practice		2
	Use of safety belt and all other PPE while working at height	Participant will be able to, Use of safety belt and all other PPE while working at height		Demonstration and practice		1
UNIT 2.3: Waste disposal	Safe disposal of waste	Participant will be able to, Describe the standard safety control measures Explain the importance of safe disposal of waste Explain about waste management at a construction site	CON/N9 001 KB4, KB5, KB6, KB7, KB8, KB9	Interactive Lecture	PPT	1
	Segregation of wastes and safe disposal	Participant will be able to, • Segregate the wastes and dispose them safely	CON/N9 001 PC8, PC11, PC12	Role play	Waste containers, masonry pan, sample construction waste	2

3	Construct Masonry Structure s Using Brick/Bloc k	Constructi on of Brick/Bloc	Construction of Brick/Block wall	Participant will be able to, Explain common preparatory task before beginning the brick/block wall Explain the meaning of a bond Explain the need for a bond List the rules for a good brick bond Explain construction of brick/block wall	CON/NO 110 PC4 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB15, KB15, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB1, SB2, SB1, SB2, SB11, SB12, SB14, SB15, SB14, SB15, SB14, SB15, SB14, SB15, SB17, SB16, SB17, SB16, SB17, SB18,	Interactive Lecture	PPT	4
			Read and interpret the sketches/basic working drawing for brick/block	Participant will be able to, Demonstrate reading and interpreting the sketches/basic working drawing for brick/block	CON/NO 110 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10,	Demonstration and practice	Consumables Brick/block, cement, sand, aggregate, water Hand tools Hammer Brick chisel	2
			Select tools and perform checks to confirm their workability	Participant will be able to, Carryout selecting tools and perform checks to confirm their workability	PC11, PC12, PC13, PC14, PC16, PC17, PC18, PC19	Demonstration and practice		2

	Set out the layout as per drawing/instruction and transferring levels as per layout	Participant will be able to, Demonstrate setting out the layout as per drawing/ instruction and transferring levels as per layout	CON/NO 110 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10, PC11, PC12, PC13,	Demonstration and practice	wooden/meta I) Straight edge (Aluminum) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel	2
	Perform visual checks for brick/block, cement, aggregate.	Participant will be able to, Carryout visual checks for brick/block, cement, aggregate.	PC14, PC16, PC17, PC18, PC19	Demonstration and practice	Pointer trowel Tuck pointing trowel Line and pins Screed board Jointers Steel lever	2
	Estimate the quantity of material required for work.	Participant will be able to, Carryout estimating the quantity of material required for work.		Demonstration and practice	Plumb bob Line string (line Dori) Try square Spirit level Measuring tape Steel or	2
	Demonstrate the breaking of bricks to required size and shape	Participant will be able to, Demonstrate the breaking of bricks to required size and shape.		Demonstration and practice	wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope, shackles,	2
	Build brick/block wall as per standards tolerance as per relevant drawing.	Participant will be able to, Carryout building brick/block wall as per standards tolerance as per relevant drawing.		Demonstration and practice	sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat	2
	Demonstrate checks for maintaining line and level of each course of brick/block wall	Participant will be able to, Demonstrate checks for maintaining line and level of each course of brick/block wall		Demonstration and practice	form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet	3
	Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice	Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective	2

							jackets Safety message boards Fire extinguishers Sand buckets	
		UNIT 3.2: Constructi on of arch	Construction of arch	Participant will be able to, Explain the importance of arches and their uses Examine the components and terminology of an arch Explain the procedure for laying and fixing bricks in arch	CON/N0 110 PC30 KB17, KB18	Interactive Lecture	PPT	3
			Construct a temporary arch form known as wood centering from plywood and wood spacers	Participant will be able to, Demonstrate constructing a temporary arch form known as wood centering from plywood and wood spacers	CON/N0 110 PC29, PC30, PC31, PC32	Demonstration and practice	Consumables Brick/block, cement, sand, aggregate, water, plywood Hand tools Hammer Brick chisel Stone chisel Comb chisel	2
		Build the brick masonry all around the opening portion	Participant will be able to, Demonstrate building the brick masonry all around the opening portion		Demonstration and practice	Bolster Masonry hand saw Steel trowel, Float wooden/meta I)	2	
			Make the predetermined shape of the Arch shell	Participant will be able to, Demonstrate making the predetermined shape of the Arch shell		Demonstration and practice	Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela)	1
			Place the brick on the wooden Arch properly as per the drawings	Participant will be able to, Demonstrate placing the brick on the wooden Arch properly as per the drawings		Demonstration and practice	Corner trowel Pointer trowel Tuck pointing trowel Line and pins Screed board Jointers Steel lever Plumb bob Line string	2

		Fill the gaps/openings between the bricks with cement mortar of required portion	Participant will be able to, Carryout filling of gaps/openings between the bricks with cement mortar of required portion		Demonstration and practice	(line Dori) Try square Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting	1
		Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice	appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	2
	UNIT 3.3: Constructi on of staircase	Laying and fixing bricks in staircase	Participant will be able to, Explain the use of staircase Explain different types of staircases List components of staircase Explain the procedure of constructing staircase	CON/NO 110 KB1, KB2, KB3, KB4 SA1, SA2, SA3, SA4, SB1, SB2, SB3, SB4,	Interactive Lecture	PPT	3

l l	Measure the height of the area where you will install the stairs	Participant will be able to, Demonstrate marking out the place to lay the brick/block	CON/N0 110 PC25, PC26	Demonstration and practice	Consumables Brick/block, cement, sand, aggregate, water Hand tools Hammer Brick chisel Stone chisel Comb chisel Bolster Masonry hand saw	1	
t s	Determine typical rise per step and total run of the staircase	Participant will be able to, • Determine typical rise per step and total run of the staircase		Demonstration and practice	Float wooden/meta l) Straight edge (Aluminum) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Line and pins Screed board	1	
i i i i i i i i i i i i i i i i i i i	Set out bricks/blocks for achieving required rise and number of steps as per the drawings	Participant will be able to, Carryout setting out bricks/blocks for achieving required rise and number of steps as per the drawings		Demonstration and practice		Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel	2
l lr	Prepare motor mix and check for its conformity	Participant will be able to, Demonstrate preparing motor and check for its conformity		Demonstration and practice		1	
l l	Construct brickwork base as per the specification Participant will be able to, Demonstration and practice Demonstration and practice Spirit level Measuring tape Steel or wooden so Tapered ru Gauge box	Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box	Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box	Spirit level Measuring tape Steel or wooden scale Tapered rule	2		
I s	Form steps square, level, plumb and true and lay as per the specified bond	Participant will be able to, Demonstrate forming steps square, level, plumb, true and laid to specified bond		Demonstration and practice	appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat	2	

		Brick/block faces are cleaned free of mortar	Participant will be able to, • Demonstrate cleaning brick/blocks		Demonstration and practice	Measuring Instrument Measuring tapes Markers	1
		Perform curing	Participant will be able to, Demonstrate curing process		and practice equipm Helme Safety Safety Insulat rubber Ear plu Reflect jackets Safety messag boards Fire extingu Sand b		1
	UNIT 3.4: Constructi on of manholes	Construction of manhole as per required drawing and specification	Participant will be able to, Explain what are manholes Explain the process of construction of manholes List the do's and don'ts with respect to manholes	CON/N0 110 KB1, KB2, KB3, KB4 SA1, SA2, SA3, SA4, SB1, SB2, SB3, SB4,	Interactive Lecture	PPT	2
		Determine size of manhole	Participant will be able to, Demonstrate Determining size of manhole	CON/N0 110 PC27, PC28	Demonstration and practice	Brick/block, cement, sand, aggregate, water,	1
		Determine the type of Construction i.e. brick, concrete as per the requirement	Participant will be able to, Demonstrate determining the type of Construction i.e. brick, concrete as per the requirement	CON/N0 110 PC27, PC28	Demonstration and practice	Tidila tools	1
		Excavate the area to the required depth of the chamber in accordance with the issued construction drawings	Participant will be able to, Carry out excavating the area to the required depth of the chamber		Demonstration and practice	Float wooden/meta I) Straight edge (Aluminum) Wood/rubber mallet,	1

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	in accordance with the issued construction drawings	Demonstration and practice	Spade (Phawda) Mortar pan (Ghamela) Corner trowel	1	
Place the manhole box for shoring the excavation	Participant will be able to, Demonstrate placing the manhole box for shoring the excavation	Demonstration and practice	Pointer trowel Tuck pointing trowel Line and pins Screed board Jointers Steel lever	2	
Lay reinforced concrete foundation and create manhole base	Participant will be able to, Carryout laying reinforced concrete foundation and create manhole base	Demonstration and practice	Plumb bob Line string (line Dori) Try square Spirit level Measuring tape Steel or wooden scale	2	
Construct the concrete walls as sides of manhole	Participant will be able to, Carryout construction of concrete walls	Demonstration and practice	Tapered rule Gauge box Lifting appliances (wheel and rope,	2	
Form benching and roofing for manhole	Participant will be able to, Carryout form benching and roofing for manhole	Demonstration and practice	shackles, sling, belts) Wheel barrows Wooden sleepers	1	
	Participant will be able to, Demonstrate curing process	Demonstration and practice	Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	Rhombus mesh Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers	1

		Constructi F	Laying and Fixing of Paver Blocks	Participant will be able to, Explain what are manholes Explain the process of construction of manholes List the do's and don'ts with respect to manholes	CON/N0 110 KB1, KB2, KB3, KB4 SA1, SA2, SA3, SA4, SB1, SB2, SB3, SB4,	Interactive Lecture	PPT	2
			Mark out the place to lay the pavers, using either chalk or string	Participant will be able to, Carryout Mark out the place to lay the pavers, using either chalk or string	CON/N0 110 PC26, PC27, PC28	Demonstration and practice	Consumables Gravel, fabric or weed cloth, sand, paver block Hand tools Chalk or string Shovel	1
			Dig the marked site with an appropriate tools like garden shovel up to the required depth, taking allowance for paver depth Participant will be able to, Demonstrate digging the marked site with an appropriate tools like garden shovel up to the required depth, taking allowance for paver depth	Demonstration and practice Ba Ha W Sc Mi Ins Mi tal	Tamping tool Base rake Hammer Wheel barrow Screed board Measuring Instrument Measuring tapes Markers PPEs & safety	2		
			Dig the marked site with an appropriate tools like garden shovel up to the required depth, taking allowance for paver depth	Participant will be able to, Demonstrate digging the marked site with an appropriate tools like garden shovel up to the required depth, taking allowance for paver depth		Demonstration and practice	equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards	2
			Ensure the edges of the site which is excavated should be straight, vertical and uniform as possible	Participant will be able to, Ensure the edges of the site which is excavated should be straight, vertical and uniform as possible		and practice	Fire extinguishers Sand buckets	1
			Provide drainage and a sturdy foundation to	Participant will be able to, • Provide drainage and a sturdy		Demonstration and practice		1

		the paver blocks, gravel is spread at the bottom of excavated space	foundation to the paver blocks, gravel is spread at the bottom of excavated space		Demonstration and practice		
		Spread, level and compact the gravel with tamping tool	Participant will be able to, Carryout spread, level and compact the gravel with tamping tool		Demonstration and practice		2
		Cover the gravel with a sheet of landscaping fabric or weed cloth	Participant will be able to, Carryout covering the gravel with a sheet of landscaping fabric or weed cloth		Demonstration and practice		1
		Spread bedding sand of specified gradation over the landscaping fabric	Participant will be able to, Demonstrate spreading bedding sand		Demonstration and practice		1
		Lay the paver blocks over the bedding sand	Participant will be able to, Demonstrate placing paver blocks as per the requirement		Demonstration and practice		1
		Fill joints between pavers blocks	Participant will be able to, Demonstrate filling joints between pavers blocks		Demonstration and practice		1
		Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice		1
	UNIT 3.6: Repair and Restore Brick/Bloc k masonry	Repointing Works in Brickwork	Participant will be able to, List different types of defects in brickwork List different types of repairs required in brickwork	CON/N0 110 KB18, KB19, KB20, KB21, KB22	Interactive lecture	PPT	2

			Chip out loose	Explain repointing works in brickwork Participant will be	CON/NO	Demonstration	Consumables	2
			mortar from joints using a hammer/cold chisel/flat utility chisel	able to, Carryout chip out loose mortar from joints using a hammer/cold	110	and practice	Brick/block, cement, sand, aggregate, water Hand tools Hammer Brick chisel Stone chisel Comb chisel Wood/rubber	2
		jo	Dust out the joints after removing the old mortar	Participant will be able to, Demonstrate dusting out the joints after removing the old mortar	CON/NO 110 PC20, PC21, PC22, PC23, PC24, PC33,	Demonstration and practice	mallet, Spade (Phawda) Mortar pan (Ghamela) Line and pins Screed board Try square Spirit level Measuring tape Steel or wooden scale Tapered rule Wooden sleepers Rhombus	2
			Prepare the joints for the new mortar by light spraying with water	Participant will be able to, • Carryout preparing the joints for the new mortar by light spraying with water	PC34, PC35, PC36	Demonstration and practice		1
			Mix the mortar	Participant will be able to, Carryout mixing the mortar		Demonstration and practice	mesh Mixing plat form Measuring	1
		Fill the joints fully with mortar so that no voids are there.	Participant will be able to, Demonstrate filling the joints fully with mortar so that no voids are there.		Demonstration and practice	Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	3	

4	Execute plaster on internal & external surfaces of Masonry & RCC structures	Internal and external plastering on brick masonry	Participant will be able to, Explain the importance of plastering Identify the preparation for plastering work Examine how to prepare surface for plastering Explain the method of internal and external plastering	CON/N0 111 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11 SA1, SA2,	Interactive Lecture	PPT	10
				SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SB15, SB16, SB17			
		Select tools and perform checks to confirm their workability	Participant will be able to, Carryout Selecting tools and perform checks to confirm their workability	CON/NO 111 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10, PC11,	Demonstration and practice	Consumables cement, sand, aggregate, water Hand tools Hammer Brick chisel Stone chisel Comb chisel	2
		Clean the surface and the joints with a wire-brush to remove foreign material.	Participant will be able to, Carryout cleaning the surface and the joints with a wire-brush to remove foreign material.	PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18	Demonstration and practice	Bolster Masonry hand saw Steel trowel, Float wooden/meta I) Straight edge (Aluminum)	3
		Carry out erection of temporary scaffold or work	Participant will be able to, Carry out erection of		Demonstration and practice	Wood/rubber mallet, Spade (Phawda)	4

platform of required height	temporary scaffold or work platform of required height		Demonstration and practice	Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing	
Fix the level pegs on walls with reference to the off lines to brick walls set out in floors (Using centre plumb bob and nylon thread)	Participant will be able to, Demonstrate fixing of level pegs on wall		Demonstration and practice	trowel Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori) Try square	3
Water all the brick walls before pasting mortar on walls	Participant will be able to, Carry out watering all the brick walls before pasting mortar		Demonstration and practice	Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box Lifting	2
Apply first coat mortar filling (1:4 Cement and Sand) up to 15 mm will be applied on surfaces where required mortar thickness exceed 25mm	Participant will be able to, Carryout applying first coat mortar filling		Demonstration and practice	appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh	6
Applying the second and final skim coat of plaster to achieve required thickness and smooth finished surface	Participant will be able to, Carryout applying the second and final skim coat of plaster		Demonstration and practice	Mixing plat form Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet	4
Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice	Safety shoes Safety belt Insulated rubber gloves Ear plugs	2
Select tools and perform checks to confirm their workability	Participant will be able to, • Carry out Selecting tools and perform checks to confirm their work ability	CON/N0 111 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10, PC11,	Demonstration and practice	Reflective jackets Safety message boards Fire extinguishers Sand buckets	2

Select to perform to confir workabil	checks able to, m their • Carry out	· ·	nonstration practice	2
Clean the surface a joints wi wire-bru remove s material	and the able to, th a Carryout cleaning the surface and the		nonstration practice	3
Carry ou erection tempora scaffold platform required	of able to, ry • Carry out or work erection of temporary	and	nonstration practice	4
Fix the le pegs on external surfaces using the surveyin instrume centre pl bobs	able to, walls with e fixing of level pegs on wall g ent /		practice	3
Water al brick wa before p mortar c	lls able to, asting • Carryout		nonstration practice	2
Apply fir mortar f (1:4 Cem and Sand 15 mm v applied of surfaces required thicknes exceed 2	able to, Carryout applying first coat mortar filling where mortar s		nonstration practice	6

			1					
			External wall plaster will be finished with rough surface Perform curing	Participant will be able to, Demonstrate external wall plaster which is rough surface finish Participant will be able to,		Demonstration and practice Demonstration and practice		2
				Demonstrate curing process				
5	Carry out waterpro ofing work on structures using cementiti ous materials	erpro Laying cementitio us waterproo fing course erials	Laying cementitious waterproofing course	Participant will be able to, Select appropriate tools and materials for waterproofing Explain the material used for waterproofing Explain the steps in preparing the Surface before Waterproofing Prepare waterproofing cement mortar mixture	CON/NO 112 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB6 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SB15, SB16	Interactive Lecture	PPT	4
			Select tools and perform checks to confirm their workability	Participant will be able to, Carryout selecting tools and perform checks to confirm their work ability.	CON/N0 112 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10, PC11,	Demonstration and practice	Consumables cement, sand, aggregate, water, waterproofing materials Hand tools Hammer Brick chisel	2
			Carry out erection of temporary scaffold or work platform	Participant will be able to, Carry out erection of temporary scaffold or work platform	PC12, PC13, PC20, PC21, PC22	Demonstration and practice	Stone chisel Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/meta	2

Carry out erection of temporary scaffold or platform	Carry out	Demonstration and practice	Straight edge (Aluminum) Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela)	2
Remove all dust, dirt a loose matt with wire k vacuum cle or water je from the concrete surface.	able to, er Carryout removing all dust, dirt and	Demonstration and practice	Corner trowel Pointer trowel Tuck pointing trowel Rollers Brushes Line and pins Screed board Jointers Steel lever Plumb bob	2
Fill the crac with ceme	'	Demonstration and practice	Line string (line Dori) Try square Spirit level Measuring tape	2
Prepare Waterproo cement mo mixture	·	Demonstration and practice	Steel or wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope,	2
Apply cementitio mixture	Participant will be able to, Carryout applying cementitious mixture	Demonstration and practice	shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus	2
Apply protective	paint able to, Carryout applying protective paint	Demonstration and practice	mesh Mixing plat form Power tools Air	1
Perform cu	Participant will be able to, Demonstrate curing process	Demonstration and practice	compressor Angle grinder Electric drills Concrete mixer	1
Perform cu	Participant will be able to, Demonstrate curing process	Demonstration and practice	Vacuum cleaner Measuring Instrument Measuring tapes Markers	1

	Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice	PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	1
UNIT 5.2: Carrying out brick bat coba waterproo fing	Carrying out brick bat coba waterproofing	and materials for waterproofing • Explain the	CON/NO 112 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SB15, SB16	Interactive Lecture	PPT	4
	Select tools and perform checks to confirm their workability	Participant will be able to, Carry out selecting tools and perform checks to confirm their work ability	CON/N0 112 PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	Demonstration and practice	Consumables cement, sand, aggregate, water, waterproofing materials Hand tools Hammer Brick chisel Stone chisel	2

Fix a line thread in a slope 1:150 starting from the lowest point of rainwater down-take	able to, Carryout fixing a	Demonstration and practice	Comb chisel Bolster Masonry hand saw Steel trowel, Float wooden/meta l) Straight edge (Aluminum)	2
Broken brick bats are spread on floor compactly and gap between them is filled using mortar	Participant will be able to, Carryout spreading of broken brick bats on floor compactly and gap between them is filled using mortar	Demonstration and practice	Wood/rubber mallet, Spade (Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel	4
Fill the cement -mortar 1:4 with water- proofing compound in the brick bat joints	Participant will be able to, Carryout filling the cement —mortar 1:4 with water-proofing compound in the brick bat joints	Demonstration and practice	Rollers Brushes Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori)	2
Cure the brick bat	Participant will be able to, Carry out curing the brick bat	Demonstration and practice	Try square Spirit level Measuring tape Steel or	2
Spread cement- mortar mixed with water proofing compound over the placed brick bat coba	Participant will be able to, Carryout spreading cement-mortar mixed with water proofing compound over the placed brick bat coba	Demonstration and practice	wooden scale Tapered rule Gauge box Lifting appliances (wheel and rope, shackles, sling, belts) Wheel barrows	4
Carry out levelling of the surface	Participant will be able to, Carry out levelling of the surface	Demonstration and practice	Wooden sleepers Rhombus mesh Mixing plat form	2
Apply thick cement slurry over the levelled surface, along with the waterproofing	Participant will be able to, Carryout applying thick cement slurry over the levelled	Demonstration and practice	Power tools Air compressor Angle grinder Electric drills Concrete	4

			compound for a smooth finish	surface, along with the waterproofing compound for a smooth finish		Demonstration and practice	Vacuum cleaner Measuring Instrument Measuring	4
			Make vertical and horizontal lines at an interval of 30cm x 30 cm on top layer	Participant will be able to, Carryout making vertical and horizontal lines at an interval of 30cm x 30 cm on top layer		Demonstration and practice	tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves	2
			Clean the surface and perform curing	Participant will be able to, Carryout cleaning and curing process		Demonstration and practice	Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	2
6	Build structures using Random Rubble masonry	UNIT 6.1: Laying Course and un- course random rubble masonry	Laying Course and un-course random rubble masonry	Participant will be able to, Select appropriate tools and materials for Laying Course and un-course random rubble masonry Recognize the types of plaster and mortar requirement as per specification Explain the steps in preparing the Surface before Laying Course and un-course random rubble masonry Explain the process for laying Course and un-course random rubble masonry	CON/NO 113 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB11, SB12, SB13, SB14, SB15,	Interactive Lecture	PPT	5

			SB16, SB17, SB18			
	Select tools and perform checks to confirm their work ability	Participant will be able to, Carryout selecting tools and perform checks to confirm their work ability	CON/N0 113 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10,	Demonstration and practice	Consumables cement, sand, aggregate, water, stone Hand tools Hammer Brick chisel Stone chisel	2
	Mark-up and clean the job site	Participant will be able to, Carry out Mark-up and clean the job site	PC11, PC12, PC13, PC14, PC15, PC16	Demonstration and practice	Comb chisel Bolster Masonry hand saw Steel trowel, Float	3
	Prepare stones for sides, edges and bed	Participant will be able to, • Prepare stones for sides, edges and bed	PC17, PC18, PC19, PC20, PC21, PC22	Demonstration and practice	wooden/meta l) Straight edge (Aluminum) Wood/rubber mallet, Spade	4
	Wet the stones before use	Participant will be able to, Carryout wetting of stones before use		Demonstration and practice	(Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing	2
	Prepare mortar mix for random rubble masonry	Participant will be able to, Carryout preparing mortar mix for random rubble masonry		Demonstration and practice	trowel Rollers Brushes Line and pins Screed board Jointers	4
	Apply a layer of mortar on the row of stones	Participant will be able to, Carry out apply a layer of mortar on the row of stones		Demonstration and practice	Steel lever Plumb bob Line string (line Dori) Try square Spirit level Measuring	4
	Lay a row of stones over the layer of mortar	Participant will be able to, Carry out laying a row of stones over the layer of mortar		Demonstration and practice	tape Steel or wooden scale Tapered rule Gauge box Lifting appliances	4
	Check the vertically with the plumb bob or spirit level	Participant will be able to, Check the vertically with the plumb bob or spirit level		Demonstration and practice	(wheel and rope, shackles, sling, belts) Wheel barrows Wooden	2

		Spread the mortar evenly and remove any smears of mortar	Participant will be able to, Carry out spreading the mortar evenly and remove any smears of mortar		Demonstration and practice	Rhombus mesh Mixing plat form Power tools Air	5
		Prepare the surface for pointing work	Participant will be able to, • Prepare the surface for pointing work		Demonstration and practice	compressor Angle grinder Electric drills Concrete mixer Vacuum	2
		Place the mortar carefully in joints using a small trowel	Participant will be able to, Carry out placing the mortar carefully in joints using a small trowel		Demonstration and practice	cleaner Measuring Instrument Measuring tapes Markers PPEs & safety equipment	2
		Press the fresh mortar in the joints to gain strong bond with old interior mortar and carry out desired pointing	Participant will be able to, Carry out pressing of fresh mortar in the joints to gain strong bond with old interior mortar and carry out desired pointing		Demonstration and practice	Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire	2
		Perform curing	Participant will be able to, Demonstrate curing process		Demonstration and practice	extinguishers Sand buckets	2
La Cc dr	NIT 6.2: Aying course of ry rubble lasonry	Laying Course of dry rubble masonry	Participant will be able to, Select appropriate tools and materials for Laying Course of dry rubble masonry Explain the steps in preparing the Surface before Laying Course of dry rubble masonry Explain the process for Laying Course of dry rubble masonry	CON/NO 113 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2,	Interactive Lecture	PPT	5

			SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SB15, SB16, SB17, SB18			
	Clean the site for any debris and bushes.	Participant will be able to, Carry out cleaning the site for any debris and bushes.	CON/N0 113 PC23, PC24, PC25, PC26	Demonstration and practice	Consumables Sand, water, stone Hand tools Hammer Brick chisel	2
	Lay the wall layout on ground.	Participant will be able to, Carry out laying the wall layout on ground.		Demonstration and practice	Stone chisel Comb chisel Bolster Masonry hand saw Steel trowel,	2
	Carry out quality checks and field tests for selection of good stone	Participant will be able to, Carry out quality checks and field tests for selection of good stone		Demonstration and practice	Float wooden/meta l) Straight edge (Aluminum) Wood/rubber mallet, Spade	2
	Carry out quality checks and field tests for selection of good stone	Participant will be able to, Carry out quality checks and field tests for selection of good stone		Demonstration and practice	(Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers	2
	Lay the largest and biggest stone at bottom and at angles	Participant will be able to, Carry out laying the largest and biggest stone at bottom and at angles		Demonstration and practice	Brushes Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori)	4
	Lay the stones irregularly, but see that vertical joints are staggered	Participant will be able to, Carry out laying the stones irregularly, but see that vertical joints are staggered		Demonstration and practice	Try square Spirit level Measuring tape Steel or wooden scale Tapered rule Gauge box	4

			Check verticality of wall thoroughly using vertical plumb bob	Participant will be able to, • Check verticality of wall thoroughly using vertical plumb bob		Demonstration and practice	appliances (wheel and rope, shackles, sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form Power tools Air compressor Angle grinder Electric drills Concrete mixer Vacuum cleaner Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets	4
							Ear plugs Reflective	
7	Carry out IPS/ Tremix flooring	UNIT 7.1: Carrying out Tremix flooring	Carrying out Tremix flooring	Participant will be able to, Explain Tremix flooring and its benefits List the tools and equipment required for Tremix flooring. Explain the process involved in preparing the sub-base and	CON/NO 114 KA1, KA2, KA3, KA4, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7,	Interactive Lecture	PPT	6

Clean the site for any debris and bushes.	base for Tremix flooring works. • Explain the process of Tremix flooring	KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB16, KB17, KB18, KB19, KB20 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB1, SB2, SB11, SB12, SB11, SB12, SB13, SB14, SB15, SB14, SB15, SB15, SB16	Demonstration and practice		2
Select tools and perform checks to confirm their workability	Participant will be able to, Carry out selecting tools and perform checks to confirm their work ability	CON/N0 114 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10,	Demonstration and practice	Consumables cement, sand, aggregate, water Hand tools Hammer Brick chisel Stone chisel Comb chisel	2
Prepare the sub base as per the requirement	Participant will be able to, • Prepare the sub base as per the requirement	PC12, PC13, PC23, PC24, PC25,	Demonstration and practice	Bolster Masonry hand saw Steel trowel, Float	4
Lay and spread the specified grade of concrete	Participant will be able to, Carry out laying and spread the specified grade of concrete	PC26, PC27, PC28, PC29, PC30, PC31	Demonstration and practice	wooden/meta l) Straight edge (Aluminum) Wood/rubber mallet, Spade	4
Vibrate and level the poured concrete by double beam vibrator	Participant will be able to, Carry out vibrate and level the poured concrete by double beam vibrator		Demonstration and practice	(Phawda) Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing	4

	Remove excess water from concrete using vacuum dewatering treatment	Participant will be able to, Carry out remove excess water from concrete using vacuum de watering treatment	Demonstration and practice	trowel Rollers Brushes Line and pins Screed board Jointers Steel lever Plumb bob Line string (line Dori)	4
	Sprinkle hardener as per requirement / Specifications	Participant will be able to, Carry out sprinkle hardener as per requirement / Specifications	Demonstration and practice		2
	Float the surface with power trowel	Participant will be able to, Carry out float the surface with power trowel	Demonstration and practice	Lifting appliances (wheel and rope, shackles,	4
	Perform curing	Participant will be able to, • Demonstrate curing process	Demonstration and practice	sling, belts) Wheel barrows Wooden sleepers Rhombus mesh Mixing plat form Power tools Air compressor Angle grinder Electric drills Concrete mixer Vacuum cleaner Double beam vibrator Vaccum dewatering pump with hose Suction mat with filter pad Power floater/trowel Measuring Instrument Measuring tapes Markers PPEs & safety	2

						equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers Sand buckets	
	UNIT 7.2: Carrying out IPS flooring	Carrying out IPS flooring	Participant will be able to, Explain IPS flooring and its benefits List the tools and equipment required for IPS flooring. Explain the process involved in preparing the sub-base and base for IPS flooring works. Explain the process of IPS flooring	CON/NO 114 KA1, KA2, KA3, KA4, KA5 KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB16, KB17, KB18, KB19, KB20 SA1, SA2, SA4, SA5, SA6, SA7, SA8 SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14, SB15, SB16	Interactive Lecture	PPT	6

Select tools and perform checks	Participant will be able to	CON/N0 114	Demonstration and practice	Consumables cement, sand,	2
to confirm their workability	Carry out selecting tools and perform checks to confirm their work ability	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 PC9, PC10, PC11,	and practice	aggregate, water Hand tools Hammer Brick chisel Stone chisel Comb chisel	
Prepare the sub base as per the requirement	Participant will be able to Carry out preparing the sub base as per the requirement	PC12, PC13, PC14, PC15, PC16, PC17,	Demonstration and practice	Bolster Masonry hand saw Steel trowel, Float wooden/meta	4
Prepare the required grade of concrete mix	Participant will be able to Carry out preparing the required grade of concrete mix	PC18, PC19, PC20, PC21, PC22	Demonstration and practice	Straight edge (Aluminum) Wood/rubber mallet, Spade (Phawda)	4
Mark reference level and thickness of the flooring as per the specification	Participant will be able to Carry out Marking reference level and thickness of the flooring as per the specification		Demonstration and practice	Mortar pan (Ghamela) Corner trowel Pointer trowel Tuck pointing trowel Rollers Brushes Line and pins Screed board	2
Place dummy dots to maintain required level of flooring			Demonstration and practice	Jointers Steel lever Plumb bob Line string (line Dori) Try square Spirit level Measuring	2
Transfer the concrete	Participant will be able to Carry out transferring the concrete		Demonstration and practice	tape Steel or wooden scale Tapered rule Gauge box	2
Fix glass, aluminium or brass strip are in cement mortar	Participant will be able to Carry out fixing glass, aluminum or brass strip are in cement mortar		Demonstration and practice	Lifting appliances (wheel and rope, shackles, sling, belts) Wheel	4
Level and finish the laid cement mortar	Participant will be able to Level and finish the laid cement mortar		Demonstration and practice	barrows Wooden sleepers Rhombus mesh	4

			Perform curing	Participant will be able to • Demonstrate curing process		Demonstration and practice	Mixing plat form Power tools Air compressor Angle grinder Electric drills Concrete mixer Vacuum cleaner Double beam vibrator Measuring Instrument Measuring tapes Markers PPEs & safety equipment Helmet Safety shoes Safety belt Insulated rubber gloves Ear plugs Reflective jackets Safety message boards Fire extinguishers	2
8	Work effectivel y in a team	UNIT 8.1: Work effectively in a team	Communication	Participant will be able to, Explain the process of communication What are oral and written communication skills Describe the reporting procedure to a concerned authority	CON/N8 001 KA1,KA2, KA3 KA4,KA5 KB1,KB2, KB3, KB4 SA1, SA2,SA3, SA4, SA5, SA6 SB1,SB2, SB3, SB4,SB5, SB6, SB7	Interactive Lecture	PPT	6
			Read and understand the scenario	Participant will be able to, Read and understand the scenario	CON/N8 001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8		Pen, Paper, Sample reporting procedure	4

			Communicate with the co- worker and frame own script based on the given scenario	Participant will be able to, • Effectively communicate with others		Role Play	Pen, Paper, Sample reporting procedure	6
			Perform role play based on the framed script	Participant will be able to, • Perform role play based on the framed script		Role Play		4
			Discuss do's and don'ts of the role play	Participant will be able to, Discuss do's and don'ts of the role play		Role Play		4
9	Plan and organise work	UNIT 9.1: Plan and organize work to meet expected outcome	Prioritize work and organizing resources	Participant will be able to, Plan activities and schedules Prioritize tasks to achieve desired results	CON/N8 002 KA1, KA2,KA3 KB1, KB2	Interactive Lecture	PPT	4
			Communicate with the co- worker and frame own script based on the given scenario	Participant will be able to, • Effectively communicate with others	CON/N8 002 PC1, PC2, PC3, PC4	Role play	PPE, tools, equipment and materials	6
			Perform role play based on the framed script	Participant will be able to, • Perform role play based on the framed script	CON/N8 002 PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	Role play		6
10	ility and	Unit 10.1: Personal strengths and value systems	Personal strengths and value systems	Participant will be able to, Explain Personal strengths and value systems	NA	Interactive lecture	РРТ	40
		Unit 10.2: Digital literacy : A Recap	Digital literacy : A Recap	Participant will be able to, Explain Digital literacy : A Recap	NA	Interactive lecture	PPT	

Unit 10.3: Money matters	Money matters	Participant will be able to, Describe how Money matters	NA	Interactive lecture	PPT	
Preparing for	Preparing for Employment and self- employment	Participant will be able to, Describe Employment and self-employment	NA	Interactive lecture	PPT	
Unit 10.5: Understan ding entrepren eurship	Understanding entrepreneurshi p	Participant will be able to, • Understand entrepreneurship	NA	Interactive lecture	PPT	
Unit 10.6: Preparing to be an entrepren eur	Personal strengths and value systems	Participant will be able to, Explain Personal strengths and value systems	NA	Interactive lecture	PPT	

Annexure II

Assessment Criteria for Mason General	
Job Role	Mason General
Qualification Pack	CON/Q0103
Sector Skill Council	Construction Skill Development Council of India

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each qualification pack will be created by the sector skill council. Each performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC Bodies subject to approval by SSC
3	Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in each NOS with minimum 70% score in practical and 50% in theory
6	The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome
7	The trainee shall be provided with a chance to repeat the test to correct his procedures in case of improper performance, with a deduction of marks for each iteration.
8	After the certain number of iteration as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.
9	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified timeframe set by SSC.
10	Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
CON/N0110: Construct Masonry structures using brick / block	PC1. read and interpret the basic working drawings / sketches before the commencement of brick / block work		2.5	0.5	2

Р	C2. ensure tools are in working condition		1.5	0.25	1
P	C3. set out the layouts as per instructions from superiors		2.25	0.25	2
P	C4. check for adequate roughness/ wetting of surface		1.25	0.25	1
Р	C5. identify and transfer required levels using appropriate tools		2.75	0.75	2
P	CG. visual check for quality of bricks / blocks prior to use		5	1	4
P	CC7. ensure fine aggregate is sieved as per grade requirement		2.5	0.5	2
P	CC8. ensure bricks / blocks are soaked prior to use		2.5	0.5	2
P	 *C9. select appropriate tools and equipment as per the tasks at requirement such as: Different types of Trowels (of the right blade size) Masons Hammer Blocking Chisel Mashing Hammer Jointers 		3.5	0.5	3
Р	C10. break bricks to required shape and size using appropriate tools	100	2.5	0.5	3
Р	C11. estimate the quantity of raw material required		2.5	0.5	2
P	C12. lay and fix bricks / blocks as per specification within tolerance limit using appropriate mortar/adhesive as per applicability		6	1	5
P	C13. maintain that rise of brick work / block work is in line & level		2.5	0.5	2
Р	C14. ensure proper curing of constructed masonry structure		2	1	1
Р	C15. maintain required level and specified slope for construction		2.5	0.5	2
	C16. check vertical and horizontal alignment using appropriate tools		2.5	0.5	2
	C17. Maintain line and level of each course of brickwork using wooden / aluminium straight edge sections		2.5	0.5	2
	C18. set out 90° corners using builders square or 3-4- 5 method and check right angle		2.5	0.5	2
	C19. perform proper pointing and raking of joint to obtain desired surface for exposed brick work		2.25	0.25	2

	PC20. ensure proper bonding with old and new surface		2.25	0.25	2
	PC21. ensure lime/cement mortar for pointing is prepared as per specification		1.5	0.5	1
	PC22. fill joints with appropriate mortar to obtain specified type of pointing		5.5	1.5	4
	PC23. carry out various types of pointing works as per specification using appropriate tools and technique		6	1	5
	PC24. ensure proper curing of pointing		2.5	0.5	2
	PC25. maintain set out of tread and riser of staircase as per drawing/instruction		3.5	0.5	3
	PC26. maintain masonry works as per required bond, alignment and plumb		1.5	0.5	1
	PC27. maintain bricks/block for manholes as per required line & level and providing channels and benching		4	1	3
	PC28. lay and fix paver block to designed pattern & finish the joints as specified		2.5	0.5	2
	PC29. install anchors and ties for masonry arches		1.25	0.25	1
	PC30. install arch masonry unit by laying and aligning as per specified bond		4	1	3
	PC31. cut creepers around corners and full joints to obtain a flushed structure		2.25	0.25	2
	PC32. ensure proper curing of constructed masonry structure		1.25	0.25	1
	PC33. remove deteriorated elements from masonry structures using tools such as saws drills and chisels without causing damage to adjacent structure		2.25	0.25	2
	PC34. reinstall brick/block to match previous or existing work		2.25	0.25	2
	PC35. perform proper pointing and raking of joint to obtain desired surface for exposed brick work		2.25	0.25	2
	PC36. ensure proper bonding with old and new surface		2.25	0.25	2
		Total	100	20	80
CON/N0111: Execute plaster on internal & external Masonry & RCC structure	PC1. read sketches for plastering work		2.5	0.5	2
	PC2. select correct materials, tools, tackles and equipment, handle and store it properly at workplace	100	1.25	0.25	1
	PC3. ensure that surface receiving plaster is prepared appropriately		2.5	0.5	2

	PC4. set layouts as per the specification prior to start of plastering work		2.25	0.25	2
	PC5. produce appropriate levels and make any grooves or lines on the surface as instructed		1.25	0.25	1
	PC6. ensure sieving of fine aggregate as per grade requirement		2.5	0.5	2
	PC7. check the quality of surface to be plastered		2.5	0.5	2
	PC8. check for quality and consistency of cement mortar mix		5	1	4
	PC9. ensure that the correct tools and equipment are selected for plastering work as per requirement		10	2	8
	PC10. moisten surface sufficiently before starting of the plastering work		5	1	4
	PC11. ensure that cement mortar is mixed in specified proportion including addition of additives if any		5	1	4
	PC12. apply cement slurry on receiving surface uniformly		5	1	4
	PC13. apply the plastering mix of specified thickness on the surface		10	2	8
	PC14. finish the surface by using correct tools as per the required finish		10	2	8
	PC15. check for horizontal & vertical alignment during and after plastering		10	2	8
	PC16. check for vertical and horizontal alignment using appropriate tools		10	2	8
	PC17. check for slope or maintain falls of the floor		10	2	8
	PC18. check for right angle at corner if required		10	2	8
		Total	100	20	80
CON/N0112: Carry out waterproofing work for structures	PC1. identify and correct defects including caulking by sealing joints or seams in various concrete structures		2.5	0.5	2
using cementitious materials	PC2. clean and wash the surface to be water proofed		2.25	0.25	2
	PC3. ensure bricks are soaked overnight prior to laying a course	100	1.25	0.25	1
	PC4. prepare the surface to be waterproofed through by the following method		4	1	3

 Hacking of existing RCC surface chipping / scraping of protrusions cleansing free of dust priming or sealing of surface removing sharp edges 				
check the quality of cement and sand for usability		5	1	4
check the consistency of grouting material		2.5	0.5	2
check the usability of waterproofing material		2.5	0.5	2
mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface		5	1	4
prepare waterproofing cement mortar mixture as per specification for the respective surfaces		5	1	4
apply waterproofing cementitious mixture to the prepared surface as specified		10	2	8
. finish the surface using appropriate tool as per the required surface finish		5	1	4
. protect waterproofed surfaces from any damage		4	1	3
. check for further leakage of water		5	1	4
ensure all non-structural gaps are filled prior to laying brick bat course		5	1	4
prepare a cement mortar in appropriate ratio including addition of waterproofing admixture		5	1	4
. spread a mortar of even thickness on the surface		5	1	4
lay brick bat on the prepared mortar ensuring proper placement and uniform gaps between bricks		10	2	8
. fill all gaps in brick bat using cement mortar		5	1	4
finish the top surface smooth with cement mortar prepared in specified proportion along with admixtures		5	1	4
identify and transfer required levels using appropriate tools		5	1	4
. check horizontal and vertical alignment using appropriate tools		3.5	0.5	3
	 chipping / scraping of protrusions cleansing free of dust priming or sealing of surface removing sharp edges check the quality of cement and sand for usability check the consistency of grouting material check the usability of waterproofing material mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface prepare waterproofing cement mortar mixture as per specification for the respective surfaces apply waterproofing cementitious mixture to the prepared surface as specified finish the surface using appropriate tool as per the required surfaces from any damage check for further leakage of water ensure all non-structural gaps are filled prior to laying brick bat course prepare a cement mortar in appropriate ratio including addition of waterproofing admixture spread a mortar of even thickness on the surface lay brick bat on the prepared mortar ensuring proper placement and uniform gaps between bricks fill all gaps in brick bat using cement mortar finish the top surface smooth with cement mortar prepared in specified proportion along with admixtures identify and transfer required levels using appropriate tools check horizontal and vertical 	chipping / scraping of protrusions cleansing free of dust priming or sealing of surface removing sharp edges check the quality of cement and sand for usability check the consistency of grouting material check the usability of waterproofing material mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface prepare waterproofing cement mortar mixture as per specification for the respective surfaces apply waterproofing cementitious mixture to the prepared surface as specified finish the surface using appropriate tool as per the required surface finish protect waterproofed surfaces from any damage check for further leakage of water ensure all non-structural gaps are filled prior to laying brick bat course prepare a cement mortar in appropriate ratio including addition of waterproofing admixture spread a mortar of even thickness on the surface lay brick bat on the prepared mortar ensuring proper placement and uniform gaps between bricks fill all gaps in brick bat using cement mortar finish the top surface smooth with cement mortar prepared in specified proportion along with admixtures identify and transfer required levels using appropriate tools check horizontal and vertical	 chipping / scraping of protrusions cleansing free of dust priming or sealing of surface removing sharp edges check the quality of cement and sand for usability check the consistency of grouting material check the usability of waterproofing material sope of finished surface in case of horizontal surface prepare waterproofing cement mortar mixture as per specification for the respective surfaces apply waterproofing cement tious mixture to the prepared surface as specified finish the surface using appropriate tool as per the required surface finish protect waterproofed surfaces from any damage check for further leakage of water ensure all non-structural gaps are filled prior to laying brick bat course prepare a cement mortar in appropriate ratio including addition of waterproofing admixture spread a mortar of even thickness on the surface lay brick bat on the prepared mortar ensuring proper placement and uniform gaps between bricks fill all gaps in brick bat using cement mortar finish the top surface smooth with cement mortar prepared in specified proportion along with admixtures identify and transfer required levels using appropriate tools check horizontal and vertical 3.5 	 chipping / scraping of protrusions cleansing free of dust priming or sealing of surface removing sharp edges check the quality of cement and sand for usability check the consistency of grouting material check the usability of waterproofing material mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface prepare waterproofing cement mortar mixture as per specification for the respective surfaces apply waterproofing cement titlous mixture to the prepared surface as specified finish the surface using appropriate tool as per the required surface finish protect waterproofed surfaces from any damage check for further leakage of water ensure all non-structural gaps are filled prior to laying brick bat course prepare a cement mortar in appropriate ratio including addition of waterproofing admixture spread a mortar of even thickness on the surface lay brick bat on the prepared mortar ensuring proper placement and uniform gaps between bricks fill all gaps in brick bat using cement mortar finish the top surface smooth with cement mortar prepared in specified proportion along with admixtures identify and transfer required levels using appropriate tools check horizontal and vertical 3.5 0.5

	PC22.	mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface		5	1	4
			Total	100	20	80
CON/N0113: Build structures using random rubble	PC1.	ensure that the correct tools and tackles are selected for use in the rubble masonry		1.25	0.25	1
masonry	PC2.	roughly estimate amount of materials required to complete a rubble masonry job work		1.25	0.25	1
	PC3.	ensure proper compaction of base prior to commencement of work		1.25	0.25	1
	PC4.	select the particular type of surface finish as per the site requirements		1.25	0.25	1
	PC5.	prepare the sides, edges, bed of stone to ensure proper bonding of stones		1.25	0.25	1
	PC6.	Check for line, level and alignment		1.25	0.25	1
	PC7.	mix mortar for rubble masonry in specified ratio including dry & wet mix		1.25	0.25	1
	PC8.	identify and transfer required levels using appropriate tools prior to rubble masonry work		1.25	0.25	1
	PC9.	check for workability and proportion of cement mortar		5	1	4
	PC10.	check the quality of stones used in random rubble masonry		3.5	0.5	3
	PC11.	ensure proper soaking of stones prior to laying		1.5	0.5	3
	PC12.	work with both undressed and hammer dressed stones as per the requirement of the construction site		8	2	6
	PC13.	lay stones to build wall of un-course random rubble or course random rubble as per instruction	100	11	3	8
	PC14.	knock off all projecting corners of the laid stones with joints filled and flushed as per the requirements of the site for the un-course random rubble masonry		9	3	6
	PC15.	use large stones at the corners and at jambs to increase the strength as per the un-course random rubble masonry requirements		7	2	5
	PC16.	ensure proper curing of rubble masonry structure		5	2	3

	PC17. perform raking of joints as specified prior to drying of bonding mortar		2.25	0.5	2
	PC18. ensure that joints are cleaned and surface is wet prior to pointing		1.5	0.5	1
	PC19. ensure lime/ cement mortar for pointing is prepared as per specification		1.5	0.5	1
	PC20. fill joints with appropriate mortar to obtain specified type of pointing		5	1	4
	PC21. carry out various types of pointing works as per specification using appropriate tools and technique		7	1	6
	PC22. ensure proper curing of pointing		2.25	0.5	2
	PC23. lay and fix stones for construction of walls without use of mortar		5	1	4
	PC24. knock off all projecting corner		5	1	4
	PC25. mark and transfer required levels at a regular interval in order to maintain proper slope of finished surface in case of horizontal surface		5	1	4
	PC26. check horizontal and vertical alignment using appropriate tools		5	1	4
		Total	100	20	80
CON/N0114: Carry out IPS / Tremix flooring works	PC1. inspect the work area prior to concreting, ensure levelling in case of any undulations observed on the surface prior to concreting		2.5	0.5	2
	PC2. ensure surface is prepared appropriately and report any deviation in slope and alignment in PCC		2.5	0.5	2
	PC3. report any gaps in formwork to avoid leakage		2.5	0.5	2
	PC4. report any misalignment in formwork/ reinforcement and ensure proper cover for reinforcement is provided		2.5	0.5	2
	PC5. mark reference level on the wall &transfer this marking to all floor locations using appropriates tools	100	5	1	4
	PC6. mark flooring thickness level and provide dummy level dots at specified intervals for ensuring required slope		5	1	4
	PC7. check the grade of cement prior to use in case of manual mixing		2.5	0.5	2
	PC8. ensure fine aggregate is sieved as per]	2.5	0.5	2
	grade requirement		2.5	0.5	

PC10.	visually assess the concrete mix for usability and workability	5	1	4
PC11.	notify superiors for detrimental quality of concrete	5	1	4
PC12.	ensure specified concrete mix is used at allocated location	5	1	4
PC13.	check that panels prepared are of specified size and type	5	1	4
PC14.	fix the glass, aluminium or brass strip in cement mortar with their tops at appropriate level and according to slope	5	1	4
PC15.	ensure panels are made as per specified size	2.5	0.5	2
PC16.	ensure concrete is poured in alternate panels/specified panels as per requirement	5	1	4
PC17.	remove excess cement slurry and any marks on the surface	2.5	0.5	2
PC18.	level the concrete surface with a straight edge and to the required finish with a wooden float / trowel	2.5	0.5	2
PC19.	spread cement punning over the IPS concrete for smooth finish surface and allow it to soak into the concrete, as per requirement	2.5	0.5	2
PC20.	provide construction joints and expansion joints as per requirement	2.5	0.5	2
PC21.	level poured concrete to the specified levels maintaining required slope	5	1	4
PC22.	ensure curing of the finished floor surface for the specified time	2.5	0.5	2
PC23.	level the surface and lay stone soling / boulder soling layer	2.5	0.5	2
PC24.	lay the floor with slope maintained in PCC work above the stone soling	2.5	0.5	2
PC25.	remove excess water from the top layer of wet concrete without removing cement of sand particles through vacuum de-watering machines	5	1	4
PC26.	ensure floater work within green concrete surface	2.5	0.5	2
PC27.	carry out Tremix flooring in specified panel on RCC floors ensuring intactness of rebar and cover	2.5	0.5	2
PC28.	cut grooves on concrete at specified intervals for construction joints	2.5	0.5	2

	PC29. provide expansion joints as per requirement		2.5	0.5	2
	PC11. carry out curing of finished concrete as per specifications		2.5	0.5	2
	PC12. ensure finished levels have required slope		2.5	0.5	2
		Total	100	20	80
CON/N8001: Work effectively in a team to deliver	PC1. pass on work related information/ requirement clearly to the team members		10	2	8
desired results at the workplace	PC2. inform co-workers and superiors about any kind of deviations from work		5	1	4
	PC3. address the problems effectively and report if required to immediate supervisor appropriately		5	1	4
	PC4. receive instructions clearly from superiors and respond effectively on same	100	5	1	4
	PC5. communicate to team members/ subordinates for appropriate work technique and method		5	1	4
	PC6. seek clarification and advice as per requirement and applicability		10	2	8
	PC7. hand over the required material, tools tackles, equipment and work fronts timely to interfacing teams		30	6	24
		Total	100	20	80
CON/N8002: Plan and organize work	PC1. understand clearly the targets and timelines set by superiors		10	2	8
to meet expected outcomes	PC2. plan activities as per schedule and sequence		10	2	8
	PC3. provide guidance to the subordinates to obtain desired outcome		10	2	8
	PC4. plan housekeeping activities prior to and post completion of work		10	2	8
	PC5. list and arrange required resources prior to commencement of work	100	10	2	8
	PC6. complete the work with allocated resources		10	2	8
	PC7. select and employ correct tools, tackles and equipment for completion of desired work		10	2	8
	PC8. engage allocated manpower in an appropriate manner		10	2	8
	PC9. use resources in an optimum manner to avoid any unnecessary wastage		5	1	4

	PC10. employ tools, tackles and equipment with care to avoid damage to the same		5	1	4
	PC11. organize work output, materials used, tools and tackles deployed		5	1	4
	PC12. processes adopted to be in line with the specified standards and instructions		5	1	4
		Total	100	20	80
CON/N9001: Work according to personal health, safety and environment protocol at construction site	PC1. identify and report any hazards, risks or breaches in site safety to the appropriate authority		5	1	4
	PC2. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		5	1	4
	PC3. follow recommended safe practices in handling construction materials, including chemical and hazardous material whenever applicable		10	2	8
	PC4. participate in safety awareness programs like Tool Box Talks, safety demonstrations, mock drills, conducted at site		5	1	4
	PC5. identify near miss , unsafe condition and unsafe act		5	1	4
	PC6. use appropriate Personal Protective Equipment (PPE) as per work requirements including: • Head Protection (Helmets) • Ear protection • Fall Protection • Foot Protection • Face and Eye Protection, • Hand and Body Protection • Respiratory Protection (if required)	100	10	2	8
	PC7. handle all required tools, tackles, materials & equipment safely		5	1	4
	PC8. follow safe disposal of waste, harmful and hazardous materials as per EHS guidelines		5	1	4
	PC9. install and apply properly all safety equipment as instructed		15	3	12
	PC10. follow safety protocol and practices as laid down by site EHS department		15	3	12
	PC11. collect and deposit construction waste into identified containers before disposal, separate containers that may be needed for disposal of toxic or hazardous wastes		10	2	8
	PC12. apply ergonomic principles wherever required		10	2	8
		Total	100	20	80

Do



- Explain each guideline for assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, 30 marks are allotted for Theory and & 70 for Skills Practical.

Notes 🗒			









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