

Program Guide

for

Junior Ceramics Artisan

*A short term Apprenticeship Curriculum
for
International Labour Organisation/ Time Bound Program
and
World Education/Brighter Future Project*



Council for Technical Education and Vocational Training
CURRICULUM DEVELOPMENT DIVISION
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Introduction

The International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organisation (ILO) has promoted a variety of measures to progressively eliminate child labour, giving priority to the eradication of the worst forms of child labour in Nepal. IPEC's interventions are implemented in partnership with the government, trade unions, employer's associations and non-governmental organizations. One of the innovative programmes promoted by IPEC include the Time Bound Programme (TPB), which aims to prevent and eliminate selected worst forms of child labour, as defined in ILO Convention No. 182, within a defined period of time.

The objective of the Time-Bound Programme (TBP) is to contribute to the Master Plan of His Majesty's Government of Nepal for the Elimination of Child Labour. The Time-Bound Programme is going to take various steps in eliminating the identified seven worst forms of child labour in Nepal: child porters, child domestics, children in trafficking, child ragpickers, children in carpet factories, children in mine/stone quarries and child bonded labour.

The educational interventions of the TBP in Nepal have been among the most effective instruments for the prevention of child labour and the rehabilitation of former child workers. The TBP & Brighter Future Programme (BFP) of World Education (WEI) measures promote access to free education and appropriate vocational training and apprenticeship opportunities for all children and youth removed from the identified worst forms of child labour. In this context, ILO and World Education (WEI) have taken the initiative to design apprenticeship-training programs in various trade areas for the older children working in the worst forms of child labour.

Rational of the programme

The vocational trainings in Nepal have resulted mixed outcomes. Although, there is a rapid proliferation of the technical and vocational training providers and the youth enrolment has been in increasing trend, there are some fundamental problems. Basically, the training programmes are much structured and the training delivery is made in institution-based environment. Similarly, there are minimum standard that needs to be maintained for enrolment. Considering the low literacy background of children engaged in the identified worst forms of child labour, the standard for admission to vocational training institutes is too high. Furthermore, many vocational training institutes have a very high cost. Therefore, ILO and WEI have taken the initiative to look more carefully into apprenticeship models as an alternative to vocational training for older working children.

According to IPEC Nepal and WEI, the term apprenticeship for TBP refers to supervised on-the-job training that provides practical skills and theoretical knowledge and also the experience of a work environment. It is a learning method that prepares a young person at least 14 years of age for a real job by giving him/her a set of well-defined occupational abilities through close supervision and guidance from a potential employer, or from a mentor. Apprenticeship can build confidence in young people, and remind them that they have a positive role to play in their community, and in their country.

Overall objectives

The overall objective of the programme is to eliminate exploitative and hazardous child labour by providing them with skills and knowledge to attain better employment and economic opportunities and linking them to national development efforts including economic, educational and labour market policies of Nepal.

Terminal objectives

After the completion of this course an apprentice will be able:

- to handle various tools and equipment needed for ceramic works,

- to make plain ceramics wares (by throwing method),
- to assist the artisan in making ceramics wares (by moulding method), and
- to perform ceramics finishing works.

Course description

This course is designed to help the apprentices to provide basic knowledge and skills on ceramic artisan. The apprentices will develop their competencies working in the ceramics workshop or site in an unstructured way. This course especially provides skills focusing on the ceramic products for commercial as well as domestic purposes.

Target group

This programme is targeted to the older children engaged in the worst forms of child labour who are above 14 years old. In Nepal, the worst form of child labour include;

1. Domestic child labourers,
2. Child porters,
3. Child bonded labourers,
4. Children involved in trafficking,
5. Rag picking children,
6. Child labourers in carpet industry, and
7. Child labourers in stone quarries and mines.

Group size

The number of apprentice can vary depending upon the facilities available with the apprenticeship-training providers. **Ideally, this should not exceed five in numbers.**

Entry criteria

An apprentice must be or have

1. Engaged in the worst form of child labour.
2. Between 14 to 18 years old.
3. Interest and commitment in apprenticeship training.
4. Current employer's/guardian's consent.
5. Basic literacy.

Duration

Three to five months (2 to 3 hours per day and 5 to 6 days a week) OR as per the agreement between apprenticeship provider and TBP implementing organisation. However, the theory and practical time should be arranged in the ratio of 20:80.

Medium of instruction Nepali.

Pattern of attendance

The apprentice should secure 90% attendance during the training period.

Certificate requirements

National Skill Testing Board (The Skill Testing Division of the Council for Technical Education and Vocational Training, CTEVT) according to its requirement administers skill tests and provides certificate to apprentice.

Apprenticeship provider's qualification

An apprenticeship provider must have:

1. Enthusiasm and motivation to train the older children in the worst form of child labour
2. Qualification and experience in training.
3. Proper tools, equipment and space for training.
4. Safe working environment.
5. Possibility of employment opportunity.

Trainees evaluation

The apprenticeship-training providers will continuously evaluate the apprentice based on their performance.

Equipment, tools and materials

Depending upon the frequency of uses and the number of apprentice the number/quantity of tools/equipment/material varies.

S.No.	Name of the tools/equipment	Units
	Plastic mould	
	Knife	
	Sculptor	
	Brush	
	Throwing wheel.	
	Grinder machine	
	Sieve Machine	
	Vibrator Machine	
	Bronzer	
	Press Machine	
	Pug mill	
	Geigar Machine	
	Ball mill	
	Painting wheel	
	Firing machine.	
	Water tank	
	Kiln	
	Blender	
	Thermometer	

Summary of Duties and Competencies

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
A.	Prepare Clay.			
	A.1. Identify clay	1	2	3
	A.2. Dry clay	1	2	3
	A.3. Grind clay	1	2	3
	A.4. Sieve clay	1	3	4
	A.5. Prepare mixture	1	5	6
B.	Handle tools and equipment.			
	B.1. Handle Grinding machine.	1	2	3
	B.2. Handle Vibrator /sieve machine.	1	2	3
	B.3. Handle Ball mill.	1	2	3
	B.4. Handle Press machine.	1	2	3
	B.5. Handle Throwing wheel.	2	18	20
	B.6. Handle Pug mill.	1	5	6
	B.7. Handle temperature indicator.	2	18	20
	B.8. Handle Geiger machine.	1	5	6
	B.9. Handle Bronzer.	1	5	6
	B.10. Assist to handle Firing machine.	1	5	6
	B.11. Handle Blender machine.	1	5	6
C.	Make plain ceramics wares (Throwing).			
	C.1. Make plain cup.	1	3	4
	C.2. Make plain plate.	1	3	4
	C.3. Make plain soup bowl.	1	3	4
	C.4. Make plain flower vase.	1	3	4
	C.5. Make plain coffee / beer mug.	1	3	4
	C.6. Make plain Astray.	1	3	4
	C.7. Make plain sugar pot.	1	3	4
	C.8. Make plain water jug.	1	3	4
	C.9. Make plain milk pot.	1	3	4
	C.10. Make plain teapot.	1	3	4
	C.11. Make plain quarter plate.	1	3	4
	C.12. Assist to make plain water glass.	1	3	4
	C.13. Assist to make plain pickle base.	1	3	4
	C.14. Assist to make plain egg stand.	1	3	4
	C.15. Assist to make plain candle stand.	1	3	4
	C.16. Assist to make plain salad bowl.	1	3	4
	C.17. Assist to make plain curry bowl.	1	3	4
	C.18. Assist to make plain rice bowl.	1	3	4
	C.19. Assist to make plain dinner plate.	1	3	4
	C.20. Assist to make plain Jar.	1	3	4
	C.21. Assist to make salt / pepper pot.	1	3	4
D.	Assists to make ceramics wares (Molding).			
	D.1. Assist to Make incense holder	2	3	5
	D.2. Assist to make roofing / floor / wall tiles	1	3	4
	D.3. Assist to make rice bowl / curry bowl / soup bowl	1	3	4
	D.4. Assist to make flower pot	1	3	4
	D.5. Assist to make lion / elephant head / masks	1	3	4

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
	D.6. Assist to make woman dolly man doll	1	3	4
	D.7. Assist to make flower vase	1	3	4
	D.8. Assist to make square tray	1	3	4
E.	Perform Finishing Works.			
	E.1. Perform elephant head finishing	1	4	5
	E.2. Perform in flower pot head finishing	1	4	5
	E.3. Perform incense holder finishing	1	4	5
	E.4. Perform bowl finishing	1	4	5
	E.5. Perform roof tiles finishing	1	4	5
	E.6. Perform man/woman doll finishing	1	4	5
F.	Communicate with other			
	F.1. Communicate with supervisor.	1	2	3
	F.2. Communicate with client.	1	2	3
	F.3. Communicate with employer.	1	2	3
	F.4. Communicate with colleagues.	1	2	3
	F.5. Communicate with supplier.	1	2	3
	F.6. Communicate with hardware shop.	1	2	3
	F.7. Communicate with visitor.	1	2	3
	F.8. Communicate with artisan.	1	2	3
	F.9. Communicate with junior.	1	2	3
	F.10. Receive telephone call.	1	2	3
G.	Develop professionalism			
	G.1. Consult artisan.	1	2	3
	G.2. Visit equipped working places/sights	1	3	4
	G.3. Read related materials (Documents, manuals, brochures etc.)	1	3	4
	G.4. Seek trainings places /programs	1	4	5
	G.5. Attend training/ seminar/workshops	1	2	3
	G.6. Watch Audio-Visual	1	2	3
	G.7. Browse World Wide Web.	1	2	3
	Total	71	232	303

Duty 1: Prepare clay.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Identify clay.	<input checked="" type="checkbox"/> Importance of clay in ceramic industry. <input checked="" type="checkbox"/> Clay identification procedure. <input checked="" type="checkbox"/> Properties of clay (plasticity and colour). <input checked="" type="checkbox"/> Requirement of good clay.	1	2	3
2.	Dry clay.	<input checked="" type="checkbox"/> Water content test (breaking method). <input checked="" type="checkbox"/> Purpose of drying. <input checked="" type="checkbox"/> Drying procedure.	1	2	3
3.	Grind clay.	<input checked="" type="checkbox"/> Purpose of grinding. <input checked="" type="checkbox"/> Grinding procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
4.	Sieve clay.	<input checked="" type="checkbox"/> Importance of sieving <input checked="" type="checkbox"/> Purpose of sieving. <input checked="" type="checkbox"/> Fine and coarse sieving. <input checked="" type="checkbox"/> Purpose of removing foreign particles. <input checked="" type="checkbox"/> Sieving procedure. <input checked="" type="checkbox"/> Safety precaution.	1	3	4
5.	Prepare mixture.	<input checked="" type="checkbox"/> Various types of ingredients (talcum powder etc.) and its blending <input checked="" type="checkbox"/> Requirement of different ingredients. <input checked="" type="checkbox"/> Importance of blending <input checked="" type="checkbox"/> Purpose of blending. <input checked="" type="checkbox"/> Blending and mixing procedure. <input checked="" type="checkbox"/> Safety precaution.	1	5	6

Duty 2: Handle tools and equipment.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Handle grinding machine.	<input checked="" type="checkbox"/> Electricity (current, voltage and resistance with their units) <input checked="" type="checkbox"/> Function of grinding machine. <input checked="" type="checkbox"/> Handling procedure <input checked="" type="checkbox"/> Safety precaution.	1	2	3
2.	Handle vibrator /sieve machine.	<input checked="" type="checkbox"/> Function of sieve machine.	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution			
3.	Handle ball mill	<input checked="" type="checkbox"/> Function of ball mill <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution	1	2	3
4.	Handle press machine.	<input checked="" type="checkbox"/> Function of press machine. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
5.	Handle throwing wheel.	<input checked="" type="checkbox"/> Function of throwing wheel. <input checked="" type="checkbox"/> Handling procedure <input checked="" type="checkbox"/> Safety precaution.	2	18	20
6.	Handle pug mill.	<input checked="" type="checkbox"/> Function of pug mill. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	5	6
7.	Handle Geiger machine	<input checked="" type="checkbox"/> Function of Geiger machine. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	2	18	20
8.	Handle temperature indicator (thermometer).	<input checked="" type="checkbox"/> Function of temperature indicator. <input checked="" type="checkbox"/> Handling procedure <input checked="" type="checkbox"/> Safety precaution.	1	5	6
9.	Handle bronzer.	<input checked="" type="checkbox"/> Function of bronzer. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	5	6
10.	Assist to handle firing machine.	<input checked="" type="checkbox"/> Function of firing machine. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	5	6
11.	Handle blender.	<input checked="" type="checkbox"/> Function of blender. <input checked="" type="checkbox"/> Handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	5	6

Duty 3: Make plain ceramic wares (Throwing)

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Make plain cup.	<input checked="" type="checkbox"/> Identification of plain cup. <input checked="" type="checkbox"/> Size and shape of cup <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
2.	Make plain plate	<input checked="" type="checkbox"/> Identification of plain plate. <input checked="" type="checkbox"/> Size and shape of plate <input checked="" type="checkbox"/> Procedure.	1	3	4

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		☒ Safety precaution			
3.	Make plain soup bowl	☒ Identification of plain soup bowl. ☒ Size and shape of soup bowl ☒ Procedure. ☒ Safety precaution.	1	3	4
4.	Make plain flower vase	☒ Identification of plain flower vase. ☒ Size and shape of flower vase. ☒ Procedure. ☒ Safety precaution	1	3	4
5.	Make plain coffee / beer mug	☒ Identification of plain coffee / beer mug. ☒ Size and shape of coffee / beer mug ☒ Procedure. ☒ Safety precaution.	1	3	4
6.	Make plain astray	☒ Identification of plain astray. ☒ Size and shape of Astray ☒ Procedure. ☒ Safety precaution.	1	3	4
7.	Make plain sugar pot	☒ Identification of plain sugar pot. ☒ Size and shape of sugar pot ☒ Procedure. ☒ Safety precaution	1	3	4
8.	Make plain water jug	☒ Identification of plain water jug. ☒ Size and shape of water jug ☒ Procedure. ☒ Safety precaution	1	3	4
9.	Make plain milk pot	☒ Identification of plain milk pot. ☒ Size and shape of milk pot ☒ Procedure. ☒ Safety precaution.	1	3	4
10.	Make plain tea pot	☒ Identification of plain teapot. ☒ Size and shape of tea pot ☒ Procedure. ☒ Safety precaution	1	3	4
11.	Make plain quarter plate	☒ Identification of quarter plate.	1	3	4

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input checked="" type="checkbox"/> Size and shape of quarter plate <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution			
12.	Assist to make plain water glass.	<input checked="" type="checkbox"/> Identification of plain water glass. <input checked="" type="checkbox"/> Size and shape of water glass. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution.	1	3	4
13.	Assist to make plain pickle base.	<input checked="" type="checkbox"/> Identification of plain pickle base. <input checked="" type="checkbox"/> Size and shape of pickle base. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
14.	Assist to make plain egg stand.	<input checked="" type="checkbox"/> Identification of plain egg stand. <input checked="" type="checkbox"/> Size and shape of egg stand <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
15.	Assist to make plain candle stand.	<input checked="" type="checkbox"/> Identification of plain candle stand. <input checked="" type="checkbox"/> Size and Shape of candle stand <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution.	1	3	4
16.	Assist to make plain salad bowl.	<input checked="" type="checkbox"/> Identification of plain salad bowl. <input checked="" type="checkbox"/> Size and shape of salad bowl <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
17.	Assist to make plain curry bowl.	<input checked="" type="checkbox"/> Identification of plain curry bowl. <input checked="" type="checkbox"/> Size and shape of curry bowl. <input checked="" type="checkbox"/> Safety precaution.	1	3	4
18.	Assist to make plain rice bowl.	<input checked="" type="checkbox"/> Identification of plain rice bowl. <input checked="" type="checkbox"/> Size and shape of rice bowl. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
19.	Assist to make plain dinner plate.	<input checked="" type="checkbox"/> Identification of plain dinner plate. <input checked="" type="checkbox"/> Size and shape of dinner plate	1	3	4

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution			
20.	Assist to make plain jar.	<input checked="" type="checkbox"/> Identification of plain jar. <input checked="" type="checkbox"/> Size and shape of plain jar. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
21.	Assist to make salt / pepper pot.	<input checked="" type="checkbox"/> Identification of salt and pepper pot. <input checked="" type="checkbox"/> Size and shape of salt and pepper pot <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4

Duty 4: Assist to make ceramics wares (Moulding)

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Assist to make incense holder.	<input checked="" type="checkbox"/> Introduction to mould <input checked="" type="checkbox"/> Shape and size of mould <input checked="" type="checkbox"/> Function of mould. <input checked="" type="checkbox"/> Molding time. <input checked="" type="checkbox"/> Identification of incense holder. <input checked="" type="checkbox"/> Shape and size of incense holder. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution.	2	3	5
2.	Assist to make Roofing / floor / wall tiles.	<input checked="" type="checkbox"/> Identification of incense holder. <input checked="" type="checkbox"/> Shape and size of incense holder. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
3.	Assist to make rice bowl / curry bowl / soup bowl.	<input checked="" type="checkbox"/> Identification of incense holder. <input checked="" type="checkbox"/> Shape and size of incense holder. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
4.	Assist to make flowerpot.	<input checked="" type="checkbox"/> Identification of incense holder. <input checked="" type="checkbox"/> Shape and size of incense holder. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precaution	1	3	4
5.	Assist to make lion /	<input checked="" type="checkbox"/> Identification of incense	1	3	4

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
	elephant head / masks.	holder. ☒ Shape and size of incense holder. ☒ Procedure. ☒ Safety precaution			
6.	Assist to make woman dolly man doll.	☒ Identification of incense holder. ☒ Shape and size of incense holder. ☒ Procedure. ☒ Safety precaution	1	3	4
7.	Assist to make flower vase.	☒ Identification of incense holder. ☒ Shape and size of incense holder. ☒ Procedure. ☒ Safety precaution	1	3	4
8.	Assist to make square tray.	☒ Identification of square tray. ☒ Shape and size of square tray. ☒ Procedure. ☒ Safety precaution	1	3	4

Duty 5: Perform finishing works.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Perform elephant head finishing.	☒ Importance of finishing ☒ Purpose of finishing ☒ Finishing tools and materials. ☒ Elephant head holding technique. ☒ Finishing procedure. ☒ Safety precaution.	1	4	5
2.	Perform in flowerpot head finishing.	☒ Finishing tools and materials. ☒ Flowerpot head holding technique. ☒ Finishing procedure ☒ Safety precaution.	1	4	5
3.	Perform incense holder finishing.	☒ Finishing tools and materials. ☒ Incense holder-holding technique. ☒ Finishing procedure ☒ Safety precaution.	1	4	5

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
4.	Perform bowl finishing.	<input checked="" type="checkbox"/> Finishing tools and materials. <input checked="" type="checkbox"/> Bowl holding technique <input checked="" type="checkbox"/> Finishing procedure <input checked="" type="checkbox"/> Safety precaution.	1	4	5
5.	Perform roof tiles finishing.	<input checked="" type="checkbox"/> Finishing tools and materials. <input checked="" type="checkbox"/> Roofing tile holding technique. <input checked="" type="checkbox"/> Finishing procedure. <input checked="" type="checkbox"/> Safety precaution.	1	4	5
6.	Perform woman/man doll finishing.	<input checked="" type="checkbox"/> Finishing tools and materials. <input checked="" type="checkbox"/> Doll holding technique. <input checked="" type="checkbox"/> Finishing procedure. <input checked="" type="checkbox"/> Safety precaution.	1	4	5

Duty 6: Communicate with other.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Communicate with supervisor.	<input checked="" type="checkbox"/> Meaning and importance of communication. <input checked="" type="checkbox"/> Type of communication (oral, sign/gesture and written). <input checked="" type="checkbox"/> Oral communication techniques. <input checked="" type="checkbox"/> Communication for cooperative/collaborative tasks. <input checked="" type="checkbox"/> Learning and information sharing. <input checked="" type="checkbox"/> Prior consultation on assigned work with the seniors. <input checked="" type="checkbox"/> Uses of appropriate communication language (with higher and lower position staffs.)	1	2	3
2.	Communicate with client.	<input checked="" type="checkbox"/> Importance of listening and viewing the client's opinions (offering opinions, supporting statement and questions and clarification of the	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		proposed job).			
3.	Communicate with employer.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
4.	Communicate with colleagues.	<input checked="" type="checkbox"/> Importance of interpretation and explanation of the proposed job with friends.	1	2	3
5.	Communicate with supplier.	<input checked="" type="checkbox"/> Refer to task 1	1	2	3
6.	Communicate with hardware shop.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
7.	Communicate with visitor.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
8.	Communicate with artisan.	<input checked="" type="checkbox"/> Refer to task 4	1	2	3
9.	Communicate with junior.	<input checked="" type="checkbox"/> Demand and supply order. <input checked="" type="checkbox"/> Bill / invoice. <input checked="" type="checkbox"/> Material supply and delivery.	1	2	3
10.	Receive telephone call.	<input checked="" type="checkbox"/> Meaning, importance and purpose of telephone <input checked="" type="checkbox"/> Telephone receiving technique <input checked="" type="checkbox"/> Etiquette of receiving telephone call. <input checked="" type="checkbox"/> Message writing technique	1	2	3

Duty 7: Develop Professionalism.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Consult artisan.	<input checked="" type="checkbox"/> Importance of participating in career exploration activities with the artisan.	1	2	3
2.	Visit equipped working places/sights.	<input checked="" type="checkbox"/> Importance of learning from different workplaces and site visits.	1	3	4
3.	Read related materials (Documents, manuals, brochures etc.)	<input checked="" type="checkbox"/> Importance of learning from trade relevant documents, manuals and other job related sheets.	1	3	4
4.	Seek trainings places /programs	<input checked="" type="checkbox"/> Need of growing professionalism.	1	4	5

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		☒ Importance of career development opportunities inside and outside the organization.			
5.	Attend training/ seminar/workshops.	☒ Importance of trainings in career development. ☒ Possible training providers/institutes for refresher trainings.	1	2	3
6.	Watch Audio-Visual.	☒ Familiarization of TVs channel/A/V aids. ☒ Importance of learning from A/V.	1	2	3
7.	Browse World Wide Web.	☒ Familiarization with computer. ☒ WWW browsing techniques.	1	2	3