

Program Guide

for

Junior Wood 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 raggickers, 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 carve various types of wooden handicraft design,
- to carve various pattern in wooden handicrafts, and
- to perform finishing works.

Course description

This course is designed to help the apprentices to provide basic knowledge and skills on wood artisan. The apprentices will develop their competencies working in the wood workshop or site in an unstructured way. This course especially provides skills focusing on the wood 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
	<ul style="list-style-type: none"> • Measuring tape • Skrapper • Scoper • Hammer • Hand saws • Screw driver • Sand paper • Brushes • Plier • Chisel • Cross cut saw • Rip saw • Back saw • Dovetail saw • Coping saw • Key hole saw • Scratch awl • T- bevel • <i>Chapocha</i> • <i>Ihancha</i> • <i>Sulicha.</i> 	

Summary of Duties and Competencies

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
A.	Handle tools and equipment.			
	A.1. Handle <i>Chapocha</i> .	1	2	3
	A.2. Handle <i>Ihancha</i> .	1	2	3
	A.3. Handle <i>Sulicha</i> .	1	2	3
	A.4. Handle cross cut / rip saw.	1	2	3
	A.5. Handle drilling machine.	1	2	3
	A.6. Handle chisel.	1	2	3
	A.7. Handle skrapar.	1	2	3
	A.8. Take measurement.	1	2	3
B.	Carve designs.			
	B.1. Carve <i>Pali</i> design.	1	9	10
	B.2. Carve <i>Naga</i> design.	1	9	10
	B.3. Carve <i>Lagugee</i> design.	1	9	10
	B.4. Carve <i>Bhujipa</i> design.	1	9	10
	B.5. Carve <i>Kola</i> design.	1	9	10
	B.6. Carve dragon design.	1	9	10
	B.7. Carve <i>Jhhallar</i> design.	1	9	10
	B.8. Carve <i>Kerakhwa</i> design.	1	9	10
	B.9. Carve <i>Tikijhhya</i> design.	1	9	10
	B.10. Carve <i>Taktaki Kalash</i> .	1	9	10
C.	Make joints.			
	C.1. Make Butt joint.	½	2	2½
	C.2. Make Lap joint.	½	2	2½
	C.3. Make Dove Tail joint.	½	2	2½
	C.4. Make Rebate joint.	½	2	2½
	C.5. Make Mitre joint.	½	2	2½
	C.6. Make Slope joint.	½	2	2½
	C.7. Make Dado joint.	½	2	2½
	C.8. Make Tenon and Mortise joint.	½	2	2½
D.	Carve wood.			
	D.1. Carve base of oval plain statue.	1	9	10
	D.2. Carve base of double photo frame.	1	9	10
	D.3. Carve stick for shining bowl.	1	9	10
	D.4. Carve single photo frame.	1	9	10
	D.5. Carve incense stand.	1	9	10
	D.6. Carve base of statue (leaf, net).	1	9	10
E.	Perform finishing works.			
	E.1. Fix stand.	1	4	5
	E.2. Fix hook.	½	2	2½
	E.3. Fix ring.	½	2	2½
	E.4. Apply sand paper.	½	2	2½
	E.5. Apply shellac.	½	2	2½
	E.6. Apply varnish.	½	2	2½

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
	E.7. Apply black Japan.	½	2	2½
	E.8. Apply red Japan.	½	2	2½
	E.9. Apply brown Japan.	½	2	2½
	E.10. Assist to make gift-wrapping.	½	2	2½
F.	Maintain tools and equipment			
	F. 1. Maintain <i>Chapocha</i> .	½	2	2½
	F. 2. Maintain <i>Lhancha</i> .	½	2	2½
	F. 3. Maintain <i>Sulicha</i> .	½	2	2½
	F. 4. Maintain drilling machine.	½	2	2½
	F. 5. Sharpen chisel.	½	2	2½
G.	Communicate with other.			
	G.1. Communicate with supervisor.	1	2	3
	G.2. Communicate with client.	1	2	3
	G.3. Communicate with employer.	1	2	3
	G.4. Communicate with colleagues.	1	2	3
	G.5. Communicate with supplier.	1	2	3
	G.6. Communicate with hardware shop.	1	2	3
	G.7. Communicate with visitor.	1	2	3
	G.8. Communicate with artisan.	1	2	3
	G.9. Communicate with junior.	1	2	3
H.	Develop Professionalism.			
	H.1. Consult artisan.	1	2	3
	H.2. Visit equipped working places/sights	1	3	4
	H.3. Read related materials (Documents, manuals, brochures etc.)	1	3	4
	H.4. Seek trainings places /programs	1	4	5
	H.5. Attend training/ seminar/workshops	1	2	3
	H.6. Watch Audio-Visual	1	2	3
	H.7. Browse World Wide Web.	1	2	3
	Total	52	244	296

Duty 1: Handle tools and equipment.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Handle <i>Chapocha</i> .	<input checked="" type="checkbox"/> Importance and identification of <i>Chapocha</i> . <input checked="" type="checkbox"/> Function of <i>Chapocha</i> . <input checked="" type="checkbox"/> <i>Chapocha</i> handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
2.	Handle <i>Ihancha</i>	<input checked="" type="checkbox"/> Importance and identification of <i>Ihancha</i> . <input checked="" type="checkbox"/> Function of <i>Ihancha</i> . <input checked="" type="checkbox"/> <i>Ihancha</i> handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
3.	Handle <i>Sulicha</i>	<input checked="" type="checkbox"/> Importance and identification of <i>Sulicha</i> . <input checked="" type="checkbox"/> Function of <i>Sulicha</i> . <input checked="" type="checkbox"/> <i>Sulicha</i> handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
4.	Handle cross cut/ rip saw	<input checked="" type="checkbox"/> Importance and identification of cross cut saw and rip saw. <input checked="" type="checkbox"/> Function of cross cut saw and rip saw. <input checked="" type="checkbox"/> Crosscut saw and rip saw handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
5.	Handle drilling machine	<input checked="" type="checkbox"/> Importance and identification of drilling machine and bits. <input checked="" type="checkbox"/> Function of drilling machine and bits. <input checked="" type="checkbox"/> Drilling machine handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
6.	Handle chisel.	<input checked="" type="checkbox"/> Importance and identification of chisel. <input checked="" type="checkbox"/> Function of chisel. <input checked="" type="checkbox"/> Chisel handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
7.	Handle skrapar.	<input checked="" type="checkbox"/> Importance and identification of skrapar. <input checked="" type="checkbox"/> Function of scraper. <input checked="" type="checkbox"/> Scraper handling procedure. <input checked="" type="checkbox"/> Safety precaution.	1	2	3
8.	Take measurement.	<input checked="" type="checkbox"/> Measurement system (FPS and MKS/ SI). <input checked="" type="checkbox"/> Conversion of measurement	1	2	3

		units (Feet/Inch to Meter/ CM). <input checked="" type="checkbox"/> Measurement taking technique.			
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Duty 2: Carve designs.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Carve <i>Pali</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Pali</i> design <input checked="" type="checkbox"/> Purpose of <i>Pali</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Pali</i> . <input checked="" type="checkbox"/> <i>Pali</i> carving procedure.	1	9	10
2.	Carve <i>Naga</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Naga</i> design <input checked="" type="checkbox"/> Purpose of <i>Naga</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Naga</i> . <input checked="" type="checkbox"/> <i>Naga</i> carving procedure.	1	9	10
3.	Carve <i>Lagugee</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Lagugee</i> design <input checked="" type="checkbox"/> Purpose of <i>Lagugee</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Lagugee</i> . <input checked="" type="checkbox"/> <i>Lagugee</i> carving procedure.	1	9	10
4.	Carve <i>Bhujipa</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Bhujipa</i> design <input checked="" type="checkbox"/> Purpose of <i>Bhujipa</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Bhujipa</i> . <input checked="" type="checkbox"/> <i>Bhujipa</i> carving procedure.	1	9	10
5.	Carve <i>Kola</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Kola</i> design <input checked="" type="checkbox"/> Purpose of <i>Kola</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Kola</i> . <input checked="" type="checkbox"/> <i>Kola</i> carving procedure.	1	9	10
6.	Carve dragon design.	<input checked="" type="checkbox"/> Importance and identification of dragon design <input checked="" type="checkbox"/> Purpose of dragon design. <input checked="" type="checkbox"/> Size and shape of dragon. <input checked="" type="checkbox"/> Dragon carving procedure.	1	9	10
7.	Carve <i>Jhhallar</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Jhhallar</i> design. <input checked="" type="checkbox"/> Purpose of <i>Jhhallar</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Jhhallar</i> . <input checked="" type="checkbox"/> <i>Jhhallar</i> carving procedure.	1	9	10
8.	Carve <i>Kerakhwa</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Kerakhwa</i>	1	9	10

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		design <input checked="" type="checkbox"/> Purpose of <i>Kerakhwa</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Kerakhwa</i> . <input checked="" type="checkbox"/> <i>Kerakhwa</i> carving procedure.			
9.	Carve <i>Tikijhha</i> design.	<input checked="" type="checkbox"/> Importance and identification of <i>Tikijhha</i> design <input checked="" type="checkbox"/> Purpose of <i>Tikijhha</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Tikijhha</i> . <input checked="" type="checkbox"/> <i>Tikijhha</i> carving procedure.	1	9	10
10.	Carve <i>Taktaki Kalash</i> .	<input checked="" type="checkbox"/> Importance and identification of <i>Taktaki</i> design. <input checked="" type="checkbox"/> Purpose of <i>Taktaki</i> design. <input checked="" type="checkbox"/> Size and shape of <i>Taktaki</i> . <input checked="" type="checkbox"/> <i>Taktaki</i> carving procedure.	1	9	10

Duty 3: Make joints.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Make Butt joint.	<input checked="" type="checkbox"/> Importance and identification of butt joint <input checked="" type="checkbox"/> Butt joint making procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
2.	Make Lap joint.	<input checked="" type="checkbox"/> Importance and identification of lap joint. <input checked="" type="checkbox"/> Lap joint making procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
3.	Make Dove Tail joint.	<input checked="" type="checkbox"/> Importance and identification of dovetail joint. <input checked="" type="checkbox"/> Dovetail joint making procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
4.	Make Rebate joint.	<input checked="" type="checkbox"/> Importance and identification of rebate joint. <input checked="" type="checkbox"/> Rebate joint making procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
5.	Make Mitre joint.	<input checked="" type="checkbox"/> Importance and identification of mitre joint <input checked="" type="checkbox"/> Mitre joint making procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
6.	Make Slope joint.	<input checked="" type="checkbox"/> Importance and identification	½	2	2½

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		of slope joint ☒ Slope joint making procedure. ☒ Safety precautions.			
7.	Make Dado joint.	☒ Importance and identification of dado joint ☒ Dado joint making procedure. ☒ Safety precautions.	½	2	2½
8.	Make Tenon and Mortise joint.	☒ Importance and identification of tennon and mortise joint ☒ Tenon and Mortise joint making procedure. ☒ Safety precautions.	½	2	2½

Duty 4: Carve wood.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Carve base of oval plain statue.	☒ Importance and identification ☒ Function ☒ Shape and size ☒ Carving procedure. ☒ Safety precaution.	1	9	10
2.	Carve base of double photo frame.	☒ Importance and identification ☒ Function ☒ Shape and size ☒ Carving procedure. ☒ Safety precaution.	1	9	10
3.	Carve stick for shining bowl.	☒ Importance and identification ☒ Function ☒ Shape and size ☒ Carving procedure. ☒ Safety precaution.	1	9	10
4.	Carve single photo frame.	☒ Importance and identification ☒ Function ☒ Shape and size ☒ Carving procedure. ☒ Safety precaution.	1	9	10
5.	Carve incense stand.	☒ Importance and identification ☒ Function ☒ Shape and size ☒ Carving procedure. ☒ Safety precaution.	1	9	10
6.	Carve base of statue (leaf, net)	☒ Importance and identification ☒ Function ☒ Shape and size	1	9	10

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input checked="" type="checkbox"/> Carving procedure. <input checked="" type="checkbox"/> Safety precaution.			

Duty 5: Perform finishing works

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Fix stand.	<input checked="" type="checkbox"/> Importance and identification <input checked="" type="checkbox"/> Function. <input checked="" type="checkbox"/> Shape and size <input checked="" type="checkbox"/> Fixing procedure. <input checked="" type="checkbox"/> Safety precaution.	1	4	5
2.	Fix hook.	<input checked="" type="checkbox"/> Importance and identification <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Shape and size <input checked="" type="checkbox"/> Fixing procedure. <input checked="" type="checkbox"/> Safety precaution.	½	2	2½
3.	Fix ring.	<input checked="" type="checkbox"/> Importance and identification <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Shape and size <input checked="" type="checkbox"/> Fixing procedure. <input checked="" type="checkbox"/> Safety precaution.	½	2	2½
4.	Apply sand paper	<input checked="" type="checkbox"/> Identification and importance of sand paper. <input checked="" type="checkbox"/> Function of sand paper. <input checked="" type="checkbox"/> Type coarse, medium and fine). <input checked="" type="checkbox"/> Application procedure <input checked="" type="checkbox"/> Safety precaution.	½	2	2½
5.	Apply shellac	<input checked="" type="checkbox"/> Importance and identification of shellac. <input checked="" type="checkbox"/> Function of shellac. <input checked="" type="checkbox"/> Application procedure <input checked="" type="checkbox"/> Safety precaution	½	2	2½
6.	Apply varnish	<input checked="" type="checkbox"/> Importance and identification of varnish. <input checked="" type="checkbox"/> Uses of varnish. <input checked="" type="checkbox"/> Application procedure <input checked="" type="checkbox"/> Safety precaution	½	2	2½
7.	Apply black Japan	<input checked="" type="checkbox"/> Importance and identification of black Japan. <input checked="" type="checkbox"/> Application procedure <input checked="" type="checkbox"/> Safety precaution	½	2	2½
8.	Apply red Japan	<input checked="" type="checkbox"/> Importance and identification	½	2	2½

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		of red Japan. ☒ Application procedure ☒ Safety precaution			
9.	Apply brown Japan	☒ Importance and identification of brown Japan. ☒ Application procedure ☒ Safety precaution	½	2	2½
10.	Assist to make gift-wrapping.	☒ Purpose of package ☒ Packing process. ☒ Labeling. ☒ Safety precaution	½	2	2½

Duty 6: Maintain tools & equipment

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Theo	Prac.	Total
1.	Maintain <i>Chapocha</i> .	☒ Metal used for <i>Chapocha</i> (concept only). ☒ Procedure. ☒ Safety precautions.	½	2	2½
2.	Maintain <i>Lhancha</i> .	☒ Metal used for <i>Lhancha</i> (concept only). ☒ Procedure. ☒ Safety precautions.	½	2	2½
3.	Maintain <i>Sulicha</i> .	☒ Metal used for <i>Sulicha</i> (concept only). ☒ Procedure. ☒ Safety precautions.	½	2	2½
4.	Maintain drilling machine.	☒ Parts of drilling machine. ☒ Maintenance procedure. ☒ Safety procedure.	½	2	2½
5.	Sharpen chisel.	☒ Metal used for chisel (concept only). ☒ Sharpening tools. ☒ Procedure. ☒ Safety precautions.	½	2	2½

Duty 7: Communicate with other

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Communicate with supervisor.	☒ Meaning and importance of communication. ☒ Type of communication (oral, sign/gesture and written).	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<ul style="list-style-type: none"> ☒ Oral communication techniques. ☒ Communication for cooperative/collaborative tasks. ☒ Learning and information sharing. ☒ Prior consultation on assigned work with the seniors. ☒ Uses of appropriate communication language (with higher and lower position staffs.) 			
2.	Communicate with client.	☒ Importance of listening and viewing the client's opinions (offering opinions, supporting statement and questions and clarification of the proposed job).	1	2	3
3.	Communicate with employer.	☒ Refer to task 2	1	2	3
4.	Communicate with colleagues.	☒ Importance of interpretation and explanation of the proposed job with friends.	1	2	3
5.	Communicate with supplier.	☒ Refer to task 1	1	2	3
6.	Communicate with hardware shop.	☒ Refer to task 2	1	2	3
7.	Communicate with visitor.	☒ Refer to task 2	1	2	3
8.	Communicate with artisan.	☒ Refer to task 4	1	2	3
9.	Communicate with junior.	<ul style="list-style-type: none"> ☒ Demand and supply order. ☒ Bill / invoice. ☒ Material supply and delivery. 	1	2	3
10.	Receive telephone call.	<ul style="list-style-type: none"> ☒ Meaning, importance and purpose of telephone. ☒ Telephone receiving technique. ☒ Etiquette of receiving telephone call. ☒ Message writing technique. 	1	2	3

Duty 8: 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. <input checked="" type="checkbox"/> Importance of career development opportunities inside and outside the organization.	1	4	5
5.	Attend training/ seminar/workshops.	<input checked="" type="checkbox"/> Importance of trainings in career development. <input checked="" type="checkbox"/> Possible training providers/institutes for refresher trainings.	1	2	3
6.	Watch Audio-Visual.	<input checked="" type="checkbox"/> Familiarization of TVs channel/A/V aids. <input checked="" type="checkbox"/> Importance of learning from A/V.	1	2	3
7.	Browse World Wide Web.	<input checked="" type="checkbox"/> Familiarization with computer. <input checked="" type="checkbox"/> WWW browsing techniques.	1	2	3