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# POST PRESS OPERATIONS (Publishing)

## Trainer Guide

### National Vocational Certificate Level 3

Version 1 - December 2019



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# Contents

## Contents

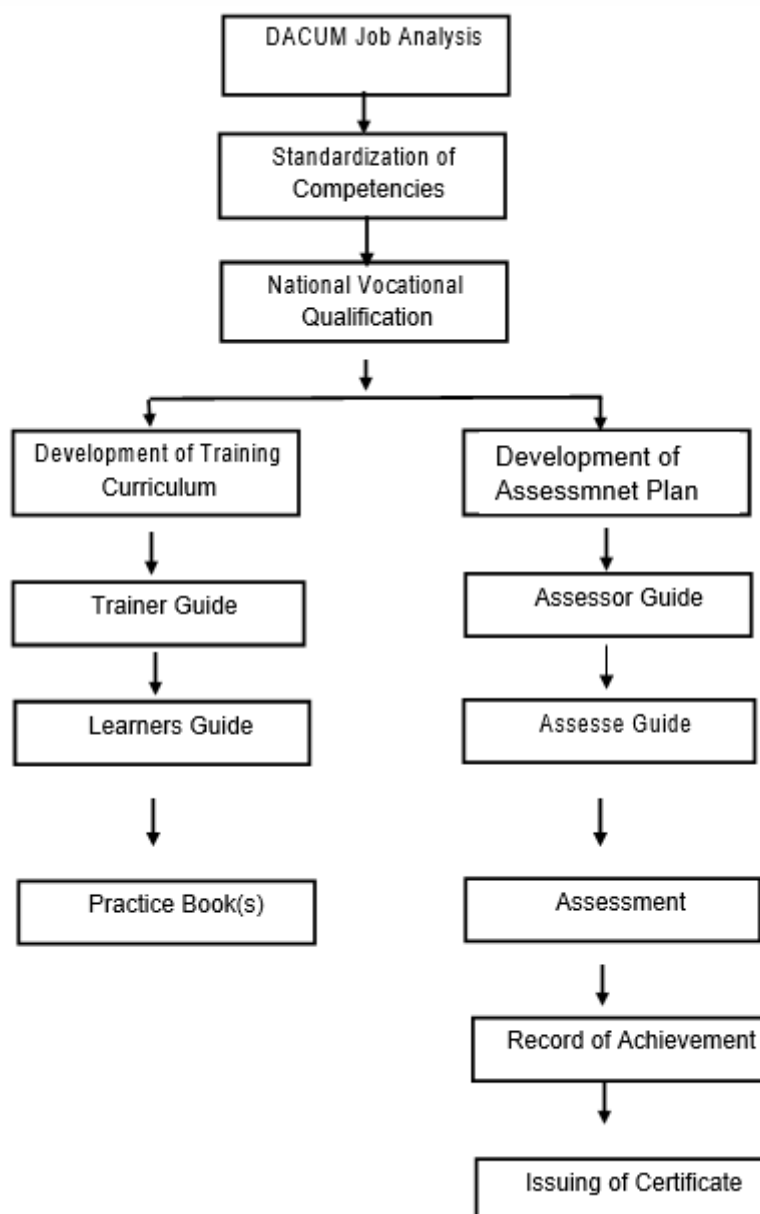
Contents .....	2
INTRODUCTION .....	3
EVALUATION OF TRAINING MATERIAL.....	5
LESSON PLANS.....	6
GUIDELINES FOR WRITING LESSON PLAN .....	13
DEMONSTRATION OF SKILL .....	15
OVERVIEW OF PROGRAMME .....	16
Module-1: Perform Gathering .....	17
Module-2: Carry out Folding Operation.....	29
Module-3: Perform Thread Stitch Binding.....	42
Module-4: Perform Waste Management .....	52
Module-5: Develop professionalism.....	63
IMPLEMENTATION OF CBT PROGRAM.....	77
GENERAL INSTRUCTIONS FOR TRAINER/INSTRUCTOR .....	78

# INTRODUCTION

This Guide supports the Competency-Based Training Curricula that will enable the trainees to achieve the competency standards that have been set by the relevant industry group.

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by Qualification Development Committee (QDC).

Below figure outlines the process of developing the competencies, curriculum, assessment requirements, delivering the training program and the assessments guide to certify achievement of the competencies.



The Trainer Guide provides guidelines and instructions to Trainers on the approaches that are required and on the organization and delivery of the curriculum training program.

## **Curriculum**

The Curriculum Manual is included in the Training and Learning Materials Package.

The curriculum is organized as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes Learning Outcomes, Learning Elements, an estimate of the time needed, a list of materials required and the location for the learning to take place.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials needed	Location

## **Lesson Plans**

The Trainer will need to develop a coherent set of lesson plans for each module of the curriculum. This Guide includes a Lesson Plan Template. The Lesson Plans must be filed for later review if necessary.

## **Assessment**

It is necessary to assess the knowledge and skills of the trainees at the completion of each module.

(See the Assessment Guide for further details)

## **Evaluation of Training Material**

Trainers are invited to evaluate the Training Materials based on their experience of delivering the training. A template is provided to assist.

## EVALUATION OF TRAINING MATERIAL

The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities.

Format

<b>Trade:</b>			
<b>Training Material</b>	<b>Module Title &amp; Module Code</b>	<b>Learning Unit Title &amp; Learning Unit Code</b>	<b>Suggested amendments/ feedback/proposal</b>
Trainer Guide			
Learner Guide			
Practice Book			
Trainer Name:		Training Centre:	
Signature of Trainer:		Date:	

## LESSON PLANS

Dear Instructors/Trainers,

Model Lesson Plans for one module have been provided in this trainer's guide. A format and guidelines for writing Lesson Plans have also been provided in the succeeding pages. You are advised to prepare your own lesson plans for the remaining Learning Units using the suggested format and guidelines.



Lesson Plan - 1			
<b>Module: A</b>	Perform Gathering		
<b>Learning Unit: 1</b>	Perform substrate handling		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Verify binding side as per docket/dummy.</li> <li>• Perform Substrate Stacking as per instruction/dummy.</li> </ul>		
At the end of the session the learners will be able to:			
Methods	Key Notes	Media	Time
Introduction			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Define Importance of the substrate stacking</li> </ul>	Multimedia/ White board	20 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Define Importance of the substrate stacking</li> </ul>	Learner Guide/ Projector/ White board	80 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		20 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			02 hours

Lesson Plan - 2			
<b>Module: A</b>	Perform Gathering		
<b>Learning Unit: 2</b>	Verify form sequence		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> <li>• Verify form number as per docket.</li> <li>• Arrange form sequence as per binding instruction.</li> </ul>		
Methods	Key Notes	Media	Time
Introduction			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Describe binding and its type</li> <li>• Define Importance of form numbers</li> </ul>	Multimedia/ White board	30 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Describe binding and its type</li> <li>• Define Importance of form numbers</li> </ul>	Learner Guide/ Projector/ White board	150 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			04 hours

Lesson Plan - 3			
<b>Module: A</b>	Perform Gathering		
<b>Learning Unit: 3</b>	Verify page number		
<b>Learning Outcome</b> At the end of the session the learners will be able to: <ul style="list-style-type: none"> <li>• Verify page number sequence as per dummy</li> <li>• Get approval of page sequence from supervisor</li> </ul>			
Methods	Key Notes	Media	Time
Introduction			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Define types of page numbers</li> </ul>	Multimedia/ White board	30 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Define types of page numbers</li> </ul>	Learner Guide/ Projector/ White board	150 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		60 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			04 hours

Lesson Plan - 4			
Module: A	Perform Gathering		
Learning Unit: 4	Pile up gathered forms		
<b>Learning Outcome</b>			
At the end of the session the learners will be able to:	<ul style="list-style-type: none"> <li>• Set gathered forms as per instruction</li> <li>• Perform gathering as per dummy</li> </ul>		
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Define gathering and identify its arrangements</li> <li>• Understand types of gathered form stacking</li> </ul>	Multimedia/ White board	30 min
<b>Main Body</b>			
Lecture  -do-  Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Define gathering and identify its arrangements</li> <li>• Understand types of gathered form stacking</li> </ul>	Learner Guide/ Projector/ White board	210 min
<b>Conclusion</b>			
Lecture	Summarize the lesson by reviewing important facts.		120 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			06 hours

Lesson Plan - 5			
<b>Module: A</b>	Perform Gathering		
<b>Learning Unit: 5</b>	Perform post production activity		
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Tie the gathered forms as per instruction</li> <li>• Clean workstation as per instruction</li> </ul>		
At the end of the session the learners will be able to:			
Methods	Key Notes	Media	Time
Introduction			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Importance of the cleaning after work</li> </ul>	Multimedia/ White board	20 min
Main Body			
Lecture -do- Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Importance of the cleaning after work</li> </ul>	Learner Guide/ Projector/ White board	70 min
Conclusion			
Lecture	Summarize the lesson by reviewing important facts.		30 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			02 hours

Lesson Plan - 6			
<b>Module: A</b>	Perform Gathering		
<b>Learning Unit: 6</b>	Maintain log book		
<b>Learning Outcome</b> At the end of the session the learners will be able to: <ul style="list-style-type: none"> <li>• Record the final counter along-with the wastages</li> <li>• Record downtime during gathering operation</li> </ul>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
Lecture	Introduce the Learning Unit.  Motivate the learners to create interest.  Tell them about the following learning objectives: <ul style="list-style-type: none"> <li>• Importance of record keeping</li> </ul>	Multimedia/ White board	20 min
<b>Main Body</b>			
Lecture  -do-  Group discussion	Brief learners about methods of cleaning of press room <ul style="list-style-type: none"> <li>• Importance of record keeping</li> <li>• Customer order details.</li> <li>• Remaining ordering quantity</li> </ul>	Learner Guide/ Projector/ White board	70 min
<b>Conclusion</b>			
Lecture	Summarize the lesson by reviewing important facts.		30 min
Question and Answers	Ask questions to ensure that the learners acquired relevant knowledge.		
<b>Total time:</b>			02 hours

## GUIDELINES FOR WRITING LESSON PLAN

The template for lesson plan has been provided at next page. These guidelines are for trainers, to write their own lesson plans as follows:

1. Introduce yourself and the Learning Unit, and state the Learning Outcomes of the session clearly to activate attention of learners.
2. In **Introduction** part of lesson plan state the Learning Objectives of the lesson. This allows the learners to organize their thoughts on what they will learn and to perform. Also state some questions to recall prior knowledge of learners to arouse their interest and motivation.
3. In **Body** part of lesson plan present the new information or material that is to be learned. Demonstration of a skill relevant with the Learning Unit is also stated here. Also mention the teaching and learning methods for each learning element from *Trainer Guidelines*, the relevant media e.g. handouts, practice book, power-point slides, videos, white board and time duration for each activity in the relevant columns.
4. In **Conclusion** part list the strategies used for summarizing and reviewing the lesson delivered. Also mention the strategies for formative assessment to ensure that the transfer of knowledge and skill has been achieved.

## FORMAT FOR LESSON PLAN

<b>Module</b>			
<b>Learning Unit</b>			
<b>Learning Outcomes</b>			
<input type="checkbox"/> <input type="checkbox"/>			
Methods	Key Notes	Media	Time
<b>Introduction</b>			
<b>Main Body</b>			
<b>Conclusion</b>			
			<b>Total time:</b>



## DEMONSTRATION OF SKILL

Demonstration or modelling a skill is a powerful tool which is used in vocational training. For any practical demonstration, it is important for a Trainer to follow the given instructions:

1. Trainer must be competent enough and practice the skill before demonstration to learners, if possible.
2. Arrange all tools, equipment and consumable material which are required for demonstration of a skill
3. Introduce the competence to learners clearly at the commencement of demonstration.
4. Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
5. Ensure that all the learners are attentive at the time of practical demonstration.
6. Carry out demonstration in a way that it can be seen by all learners.
7. Perform each step slowly and speak out loudly so that all learners can hear and understand.
8. During the demonstration, guide the learners individually, whenever needed.
9. Mention critical/complex steps and ensure safety precautions
10. Explain theoretical knowledge where applicable and ask questions to learners to check their learning skills.
11. Repeat critical steps in demonstration, if required.
12. Summarize the demonstration and discuss the result of demonstration.

## OVERVIEW OF PROGRAMME

**Course: Binder**

**Total Duration: 500 hours**

### Course Overview:

The purpose of this training program is to develop skills of those learners who want to pursue their careers in Post Press – Publishing industry. After successfully achieving the qualification the Binder can work in Post press Publishing sector.

Module	Learning Units	Theory hours	Workplace hours
A- Perform Gathering	LU1: Perform substrate handling LU2: Verify form sequence LU3: Verify page number LU4: Pile up gathered forms LU5: Perform post production activity LU6: Maintain log book	20 Hrs	80 Hrs
B- Carry out Folding Operation	LU1: Perform Substrate handling LU2: Make ready workstation for folding operation LU3: Perform Folding machine operation LU4: Perform post production activity LU5: Maintain log Book	42 Hrs	198 Hrs
C- Perform Thread Stitch Binding	LU1: Perform Substrate handling LU2: Make ready workstation for thread stitch binding operation LU3: Perform thread stitch binding operation LU4: Perform post production activity LU5: Maintain log Book	20 Hrs	80 Hrs
D- Perform Waste Management	LU1: Manage Post press waste LU2: Handle toxic chemicals Handle LU3: non-toxic chemicals LU4: Manage solid waste	10 Hrs	20 Hrs
E- Develop professionalism	LU1: Participate in in-house training LU2: Participate in outdoor training LU3: Attend trade shows workshop, seminars LU4: Utilize internet LU5: Prioritize job schedule	15 Hrs	15 Hrs


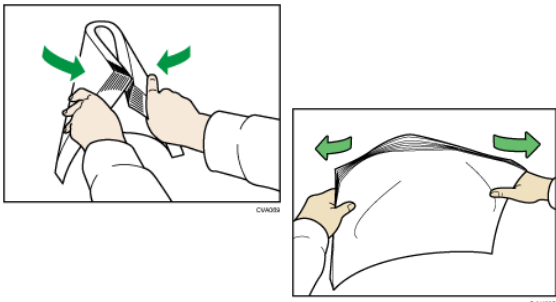
## TRAINER'S GUIDELINE

### Module-1: Perform Gathering

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Perform Substrate handling	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>• Define Importance of the substrate stacking</li></ul> <p>Arrange visit to workshop</p> <p>Show parts of printing machine</p>	<p>Classroom</p>          <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-2 Verify form sequence	<ul style="list-style-type: none"><li>• Describe binding and its type</li><li>• Define Importance of form numbers</li></ul> <p>Arrange visit to workshop</p>	<p>Classroom</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-3 Verify page number	<ul style="list-style-type: none"><li>• Define types of page numbers</li></ul> <p>Arrange visit to workshop</p>	<p>Classroom</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

<p>LU-4 Pile up gathered forms</p>	<ul style="list-style-type: none"> <li>• Define gathering and identify its arrangements</li> <li>• Understand types of gathered form stacking</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
<p>LU-5 Perform post production activity</p>	<ul style="list-style-type: none"> <li>• Importance of the cleaning after work</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
<p>LU-6 Maintain log book</p>	<ul style="list-style-type: none"> <li>• Importance of record keeping</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

## Practical Activity # 1/1

		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 1</b>	<b>Perform Substrate Handling</b>	
	<b>Practical Description :</b>	Verify binding side.	
<b>Time:</b>	<b>8 hours</b>		
<b>Equipment</b>	Lifter and stacker		
<b>Tools</b>	Dummy, folded form		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Printed form sequence</li> <li>• Paper handling</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify binding side as per docket/dummy.</li> <li>• Perform Substrate Stacking as per instruction/dummy.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1. Check binding side			
2. Perform fanning			

3. Paper feeding in machine





4. Set paper on machine according to the requirement



5. Perform test run and check the page number sequencing

Front				Back			
5	71	6	8	2	01	11	6
4	13	16	1	2	15	14	3

## Practical Activity # 1/1



		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 2</b>	<b>Verify form sequence</b>	
	<b>Practical Description</b> :	Verify form sequence and binding side.	
<b>Time:</b>	<b>20 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Dummy, folded form		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Form sequence</li> <li>• Page number sequence</li> <li>• Verify with dummy/docket</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify form number as per docket.</li> <li>• Arrange form sequence as per binding instruction.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1. Stack forms at work station			
2. Place every form in sequence for easy gathering at arm length			

3. Develop a dummy

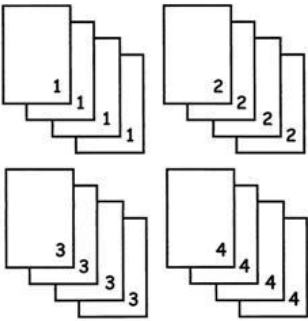





## Practical Activity # 1/1

		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 3</b>	<b>Verify page number</b>	
	<b>Practical Description :</b>	Verify page number sequence and get approval.	
<b>Time:</b>	<b>20 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Dummy, folded form		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Page number sequence</li> <li>• Take approval from supervisor</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify page number sequence as per dummy</li> <li>• Get approval of page sequence from supervisor</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
1. Stack forms at work station			
2. Place every form in sequence for easy gathering at arm length			



## Practical Activity # 1/1

		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 4</b>	<b>Pile up gathered forms</b>	
	<b>Practical Description :</b>	Verify pile up gathering	
<b>Time:</b>	<b>18 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Dummy, folded form		
<b>PPE</b>	Safety shoes, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Page number sequence</li> <li>• Confirmation of binding side</li> <li>• Take approval from supervisor</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Set gathered forms as per instruction</li> <li>• Perform gathering as per dummy.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1. Pile up gathering with page sequence			
2. Verify gathering as per dummy			

3. Get approval from Supervisor



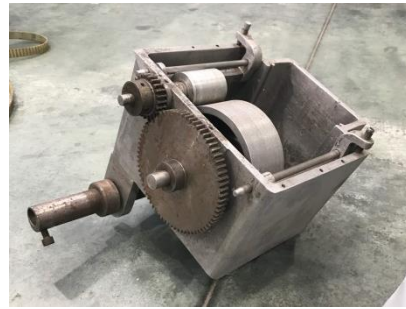
## Practical Activity # 1/1

		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 5</b>	<b>Perform post production activity</b>	
	<b>Practical Description :</b>	Cleaning of glue pot	
<b>Time:</b>	<b>08 hours</b>		
<b>Equipment</b>	Gathering machine		
<b>Tools</b>	Waste Cloth, Brush		
<b>PPE</b>	Safety shoes, helmet, Cover haul, Gloves		
<b>Materials</b>	Cleaning Cloth, ethanol or IPA		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Proper cleaning</li> <li>• Temperature control</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Tie the gathered forms as per instruction</li> <li>• Clean workstation as per instruction</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
1. Switch on heater			
2. Set temperature as per requirement			


3. Drain Glue



4. Clean Glue tank with ethanol or IPA



## Practical Activity # 1/1

		Perform Gathering	
<b>Module: 1</b>	<b>Learning Unit: 6</b>	Maintain log book	
	<b>Practical Description :</b>	Verify log book as per job	
<b>Time:</b>	<b>06 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Calculator, Measurement tape		
<b>PPE</b>	Safety shoes, Cover haul		
<b>Materials</b>	Note pad, Pen		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Daily Record keeping</li> <li>• Record keeping as per SOP</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Record the final counter along-with the wastages</li> <li>• Record downtime during gathering operation</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
1. Note daily production			
2. Note daily rejection			

## TRAINER'S GUIDELINE


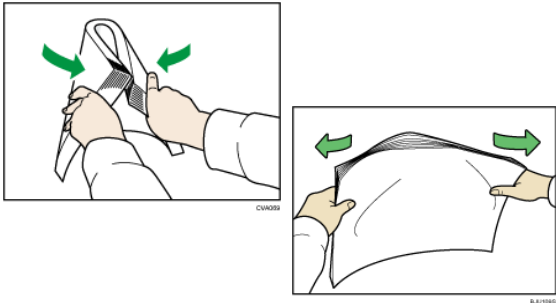
### Module-2: Carry out Folding Operation

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Perform Substrate handling	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>Identify side lay and front lay of substrate</li></ul> <p>Arrange visit to workshop</p> <p>Show parts of machine</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-2 Make ready workstation for folding operation	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>Describe the importance of feeder</li></ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
LU-3 Perform Folding machine operation	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"><li>Describe the types of folding</li><li>Understand the procedure of folding operation</li></ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

<p>LU-4 Pile up gathered forms</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Describe the importance of maintaining/cleaning of work station</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
<p>LU-5 Maintain log book</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>• Importance of record keeping</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>



## Practical Activity # 1/1

		Carry out Folding Operation	
<b>Module: 2</b>	<b>Learning Unit: 1</b>	<b>Perform Substrate Handling</b>	
	<b>Practical Description :</b>	Verify binding side.	
<b>Time:</b>	<b>06 hours</b>		
<b>Equipment</b>	Lifter and stacker		
<b>Tools</b>	Dummy, folded form		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Printed form sequence</li> <li>• Paper handling</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify side-lay &amp; front-lay of substrate as per instruction.</li> <li>• Verify page number sequence as per dummy.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
1. Check binding side			
2. Perform fanning			

3. Paper feeding in machine




4. Set paper on machine according to the requirement



5. Perform test run and check the page number sequencing

Front				Back			
5	21	6	8	2	01	11	6
4	13	16	1	2	15	14	3

## Practical Activity # 1/2

		Carry out Folding Operation	
<b>Module: 2</b>	<b>Learning Unit: 2</b>	<b>Make ready workstation for folding operation</b>	
	<b>Practical Description :</b>	Perform the feeder and paper setting	
<b>Time:</b>	<b>20 hours</b>		
<b>Equipment</b>	Lifter, Folding machine		
<b>Tools</b>	Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Paper.		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Describe the importance of feeder</li> <li>• Paper handling</li> <li>• Transfer belt and roller setting as per Paper GSM.</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Adjust paper size on feeder as per substrate.</li> <li>• Pile up paper into the feeder.</li> <li>• Adjust feeder setting as per substrate</li> <li>• Adjust transfer rollers as per instruction</li> <li>• Adjust folding grill as per folding mark</li> <li>• Adjust folding knife on folding mark as per instruction.</li> <li>• Adjust transfer belt as per substrate.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1. Select material as per dummy			

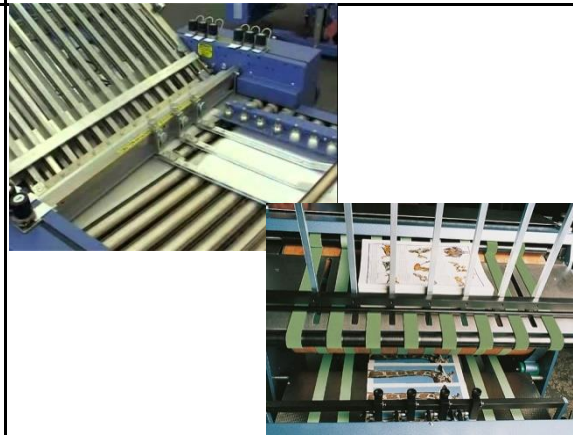
2. Adjust feeder setting as per paper size



3. Adjust pile setting as per paper size




4. Adjust transfer roller and belt setting



5. Adjust folding grill & knife setting as per folding marks



## Practical Activity # 2/2

		Carry out Folding Operation	
<b>Module: 2</b>	<b>Learning Unit: 2</b>	<b>Make ready workstation for folding operation</b>	
	<b>Practical Description :</b>	Perform delivery trolley setting as per final folded sheet and take a test run	
<b>Time:</b>	<b>12 hours</b>		
<b>Equipment</b>	Lifter, Stacker, Folding machine, Pallets		
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Counter setting</li> <li>• Delivery trolley setting</li> <li>• Verification of product as per dummy</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Adjust delivery trolley as per instruction.</li> <li>• Adjust counter setting as per instruction.</li> <li>• perform test run</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
<p>1. Perform test run at folding machine</p>			

2. Adjust delivery trolley's side lay



3. Verify counter at zero before test run




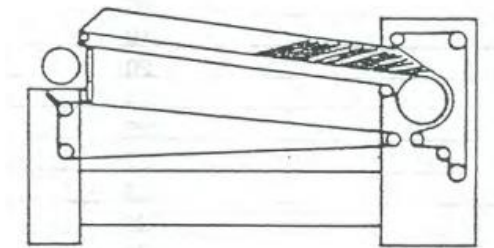
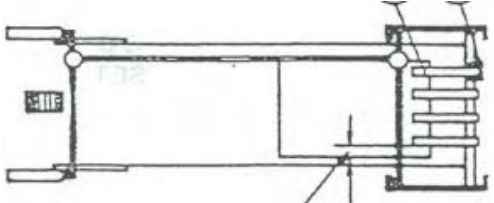


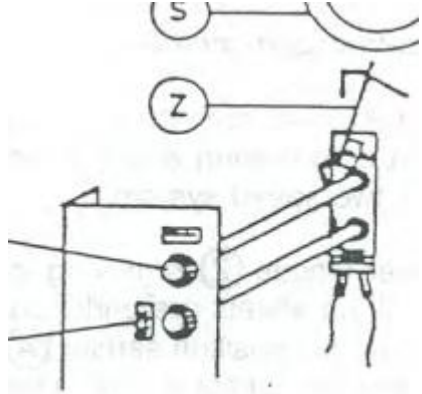
4. Check the counter in production process

5. Perform Test run



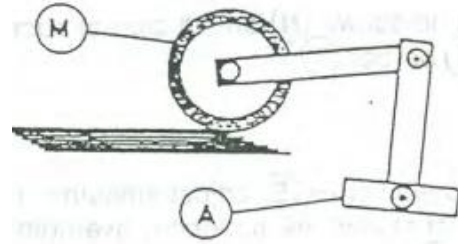
## Practical Activity # 1/1

	<b>Carry out Folding Operation</b>	
<b>Module: 2</b>	<b>Learning Unit: 3</b>	<b>Perform Folding machine operation</b>
	<b>Practical Description</b> :	Perform Folding machine operation
<b>Time:</b>	<b>140 hours</b>	
<b>Equipment</b>	Lifter, Folding machine, Pallets	
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier	
<b>PPE</b>	Safety shoes, helmet, Cover haul	
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope, Cleaning solvent	
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Describe the sizes of folding</li> <li>• Understand the procedure of folding operation</li> </ul>	
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Get approval of folded form from the supervisor.</li> <li>• Carry out folding machine operation as per instruction</li> <li>• Check &amp; maintain the quality of folding machine operation.</li> <li>• Tie up the bundles as per instruction</li> </ul>	
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process	
<b>Instructions</b>		<b>Illustrations</b>
1. Check all functions of the folding machine		

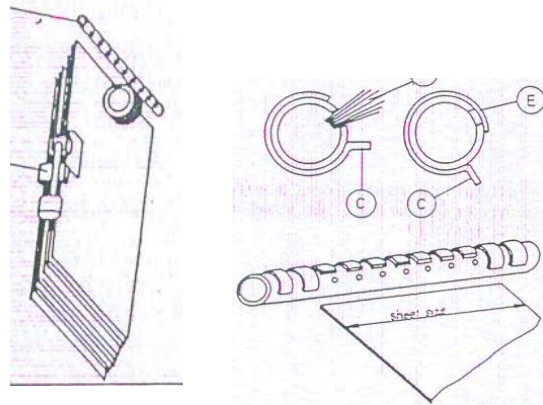
<p>2. Loading of feeder and setting of side lay</p>	
<p>3. Guide tapes adjustment</p>	
<p>4. Sheet loading</p>	
<p>5. Set sheet feeding control</p>	
<p>6. Adjustment of sheet curling (Feeler tongue)</p>	



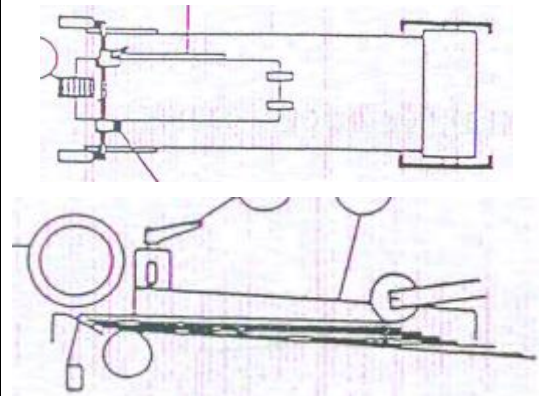
7. Adjust back wheel (tail drag) as per sheet GSM





8. Adjust air sucking nozzle (Air blast)




9. Adjustment of sheet guide



## Practical Activity # 1/1

		Carry out Folding Operation	
<b>Module: 2</b>	<b>Learning Unit: 4</b>	<b>Perform post production activity</b>	
	<b>Practical Description :</b>	Work area and machine cleaning	
<b>Time:</b>	<b>14 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul, cotton gloves		
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope, Cleaning solvent		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Check floor clean and tidy</li> <li>• Needle check</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Remove the waste material as per instruction</li> <li>• Clean the work station as per instruction</li> <li>• Record the final counter along-with the wastages</li> <li>• Record downtime during folding machine operation</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
Perform cleaning of the machine			
Perform cleaning of the working area			


## Practical Activity # 1/1

		Carry out Folding Operation	
<b>Module: 2</b>	<b>Learning Unit: 5</b>	<b>Maintain log Book</b>	
	<b>Practical Description</b> :	Verify log book as per job	
<b>Time:</b>	<b>06 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Calculator, Measurement tape		
<b>PPE</b>	Safety shoes, Cover haul		
<b>Materials</b>	Note pad, Pen		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Printed form sequence</li> <li>• Paper handling</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Record the final counter along-with the wastages</li> <li>• Record downtime during folding machine operation</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1) Note daily production as per SOP			
2) Note daily rejection as per SOP			



<p>LU-4 Perform post production activity</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Describe the importance of maintaining/cleaning of work station.</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>
<p>LU-5 Maintain log book</p>	<p>Teach the learner the following learning elements through lecture:</p> <ul style="list-style-type: none"> <li>Importance of record keeping</li> </ul> <p>Arrange visit to workshop</p>	<p>Classroom</p> <p>Press room lab/ industry</p>	<p>Learner's Guide/ Hand Outs Visuals</p>

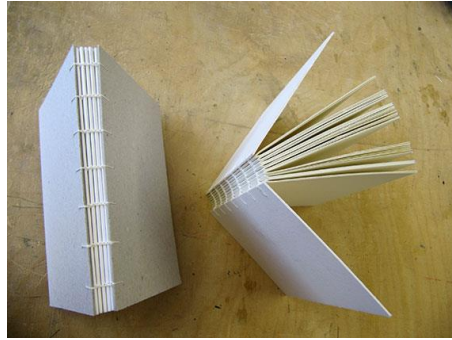
## Practical Activity # 1/1

		Perform Thread Stitch Binding	
<b>Module: 3</b>	<b>Learning Unit: 1</b>	Perform Substrate handling	
	<b>Practical Description :</b>	Perform arrangement for stitching	
<b>Time:</b>	<b>10 hours</b>		
<b>Equipment</b>	Lifter		
<b>Tools</b>	N/A		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Cleaning brush		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Folding and gathering perfection</li> <li>• Number sequencing perfection</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Verify binding side of book as per instruction.</li> <li>• Verify page number sequence of gathered book as per dummy.</li> <li>• Perform stacking of gathered book as per instruction.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
<p>1) Loading of folded format at machine conveyer</p>			

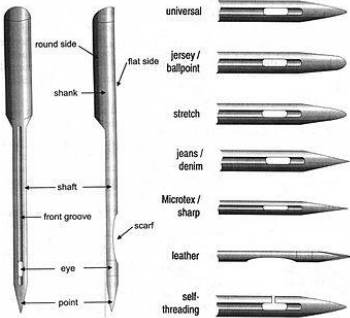
2) Verify thread stitching and needle



3) Perform inspection of stitching in the end



## Practical Activity # 1/1

		Perform Thread Stitch Binding	
<b>Module: 3</b>	<b>Learning Unit: 2</b>	Make ready workstation for thread stitch binding operation	
	<b>Practical Description :</b>	Perform pre maintenance	
<b>Time:</b>	<b>16 hours</b>		
<b>Equipment</b>	Stitching machine		
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope, Cleaning solvent		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Material arrangement as per SOP</li> <li>• Folded format loading on conveyor</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Adjust book clamping as per instruction</li> <li>• Adjust required needle as per instruction</li> <li>• Set required thread as per docket.</li> <li>• Adjust thread cutting as per instruction</li> <li>• Perform test run</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
<p>1) Verify needle size as per thread thickness</p>			



2) Check and load thread spool




3) Perform oiling before start of machine operation

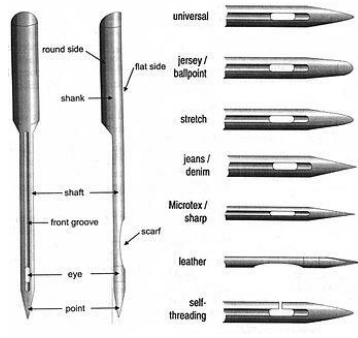


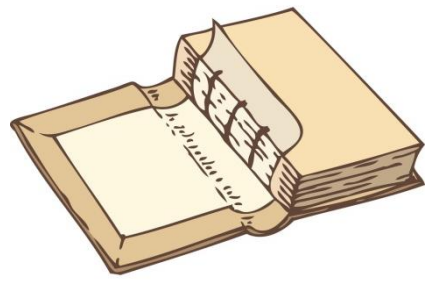


4) Perform cleaning before start of machine operation





## Practical Activity # 1/1


		Perform Thread Stitch Binding	
<b>Module: 3</b>	<b>Learning Unit: 3</b>	Perform thread stitch binding operation	
	<b>Practical Description :</b>	Operate thread stitching machine	
<b>Time:</b>	<b>40 hours</b>		
<b>Equipment</b>	Stitching machine		
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul		
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope, Cleaning solvent		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Machine make ready</li> <li>• Thread thickness according to folded format</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Get approval from the supervisor.</li> <li>• Carry out thread stitch binding machine operation as per instruction</li> <li>• Check &amp; maintain the quality of thread stitch binding machine operation.</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
<p>1) Arrangement of folded format</p>			

<p>2) Perform Needle check</p>	
<p>3) Perform Thread check</p>	
<p>4) Loading of folded format on machine conveyor</p>	
<p>5) Check quality as per SOP</p>	

## Practical Activity # 1/1

		Perform Thread Stitch Binding	
<b>Module: 3</b>	<b>Learning Unit: 4</b>	Perform post production activity	
	<b>Practical Description :</b>	Work area and machine cleaning	
<b>Time:</b>	<b>08 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Knife cutter, Allen key set, Screw Driver set, Spanner set, Grip Plier		
<b>PPE</b>	Safety shoes, helmet, Cover haul, cotton gloves		
<b>Materials</b>	Cleaning Cloth, Paper, Nylon rope, Cleaning solvent		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Check floor clean and tidy</li> <li>• Needle check</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Remove the waste material as per instruction</li> <li>• Clean the work station as per instruction</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
Instructions		Illustrations	
1) Perform cleaning of the machine			
2) Perform cleaning of the working area			

**Practical Activity # 1/1**


		<b>Perform Thread Stitch Binding</b>	
<b>Module: 3</b>	<b>Learning Unit: 5</b>	Maintain log Book	
	<b>Practical Description :</b>	Verify log book as per job	
<b>Time:</b>	<b>06 hours</b>		
<b>Equipment</b>	N/A		
<b>Tools</b>	Calculator, Measurement tape		
<b>PPE</b>	Safety shoes, Cover haul		
<b>Materials</b>	Note pad, Pen		
<b>Key Point</b>	<ul style="list-style-type: none"> <li>• Printed form sequence</li> <li>• Paper handling</li> </ul>		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Record the final counter along-with the wastages</li> <li>• Record downtime during folding machine operation</li> </ul>		
<b>Precautions:</b>	Ensure to wear safety shoes and other safety equipment before starting this process		
<b>Instructions</b>		<b>Illustrations</b>	
1) Note daily production as per SOP			
2) Note daily rejection as per SOP			

## TRAINER'S GUIDELINE

### Module-4: Perform Waste Management

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU-1 Manage Post press waste	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li>• Understand the purpose of waste management.</li></ul>	Classroom	Learner's Guide/ Hand Outs Visuals
LU-2 Handle toxic chemicals	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li>• Identify the difference between toxic and nontoxic materials.</li><li>• Identify the difference between inflammable and non- inflammable materials.</li></ul>	Classroom	Learner's Guide/Hand Outs Visuals
LU-3 Handle non-toxic chemicals	Teach the learner the following learning elements through lecture: <ul style="list-style-type: none"><li>• Describe the importance of tagging.</li></ul>	Classroom	Learner's Guide/ Hand Outs Visuals
LU-4 Manage solid waste	Teach the learner the following learning elements through lecture:  N/A	Classroom	Learner's Guide/ Hand Outs Visuals

## Practical Activity # 1

		Perform Waste Management	
<b>Module: 4</b>	<b>Learning Unit: 1</b>	<b>Manage Post press waste</b>	
	<b>Practical Description:</b>	Sort and maintain the waste generated at the workplace according to usability with maintaining its record.	
<b>Time:</b>	06 hours		
<b>Equipment</b>	Folding machine		
<b>Tools</b>	N/A		
<b>PPE</b>	Uniform, Safety shoes, Gloves		
<b>Materials</b>	Waste bin or containers		
<b>Key Point</b>	Gathering basic knowledge for sorting waste material at workplace and maintain its record keeping.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Sort the waste generated at the workplace according to usability</li> <li>• Tag the reusable components/item of the waste</li> <li>• Maintain record of reusable components of the waste</li> <li>• Reduce the waste generation in routine work by reuse the categorized waste as per requirement.</li> <li>• Handle hazardous waste as per instruction.</li> </ul>		
<b>Precautions:</b>	Sort & Handle the waste material carefully		
<b>Instructions</b>		<b>Illustrations</b>	
<ol style="list-style-type: none"> <li>1. Collect all the waste generated at workplace.</li> </ol>			

2. Sort out unusable articles



3. Place unusable articles at appropriate place and label it.



4. Dispose of waste in a proper way.

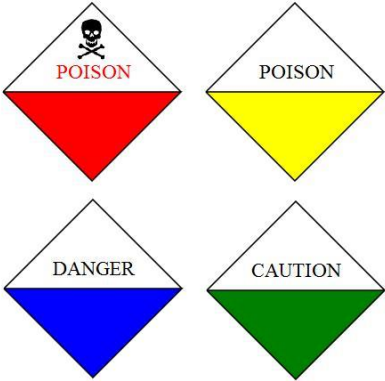



5. Record all reusable waste articles in a register





## Practical Activity # 2

		Perform Waste Management	
<b>Module: 4</b>	<b>Learning Unit: 2</b>	<b>Handle toxic chemicals</b>	
	<b>Practical Description:</b>	Tagging and storing of toxic waste chemical containers at designated place	
<b>Time:</b>	06 hours		
<b>Equipment</b>	Folding machine		
<b>Tools</b>	N/A		
<b>PPE</b>	Uniform, Safety shoes, mask, Gloves		
<b>Materials</b>	Toxic Chemical waste containers		
<b>Key Point</b>	Keep tagging, storing and handling of toxic material carefully.		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Tag containers of toxic chemical as per instruction.</li> <li>• Store toxic waste at designated place.</li> <li>• Manage Inflammable toxic chemical waste as per instruction.</li> <li>• Manage non- inflammable toxic chemical waste as per instruction.</li> </ul>		
<b>Precautions:</b>	Ensure the safety		
Instructions		Illustrations	
1. Prepare tags for waste chemicals.			
2. Place containers of toxic waste at a safe place carefully.			

3. Tag the toxic containers accordingly



4. Store the toxic waste at its proper place.



5. Prepare tags for all inflammable and non-inflammable toxic waste chemicals.



6. Place containers of inflammable and non-inflammable toxic waste at a safe place carefully.



7. Tag the inflammable and non-inflammable toxic waste containers according.



8. Store the inflammable and non-inflammable toxic waste at its proper place accordingly.




9. Dispose-off all waste as per SOPs of press room.



10. Wash hands thoroughly



### Practical Activity # 3

Perform Waste Management		
<b>Module: 4</b>	<b>Learning Unit: 3</b>	<b>Handle non-toxic chemicals</b>
	<b>Practical Description:</b>	Tagging of containers of non-toxic chemical and storage of non-toxic waste to designated place. Disposal of inflammable and non-inflammable non-toxic chemical waste
<b>Time:</b>	04 hours	
<b>Equipment</b>	Folding machine	
<b>Tools</b>	N/A	
<b>PPE</b>	Uniform, Safety shoes, safety mask, Gloves	
<b>Materials</b>	Liquid dispose of container, Container for inflammable non-toxic chemical, Container for non-inflammable non-toxic chemical, Waste bin.	
<b>Key Point</b>	Keep tagging and storing of non-toxic material carefully	
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Tag containers of non-toxic chemical as per instruction.</li> <li>• Store nontoxic waste at designated place.</li> <li>• Dispose-off inflammable non- toxic chemical waste as per instruction.</li> </ul>	
<b>Precautions:</b>	Ensure safety	
Instructions		Illustrations
1. Prepare tags for non-toxic waste chemicals.		

2. Put the nontoxic waste in the container carefully.



3. Store the nontoxic waste container at its proper place thoroughly.







4. Segregate inflammable and non-inflammable non-toxic chemicals waste





5. Dispose of flammable non-toxic chemical.



<p>6. Dispose of non-inflammable non-toxic chemical as per SOPs.</p>	 A circular prohibition sign with a red border and a diagonal red slash over a black flame icon, indicating that fire is prohibited.
<p>7. Remove gloves, mask</p>	 A photograph of a person's head and shoulders wearing a white, high-filtration respirator mask that covers the nose and mouth.
<p>8. Recheck no waste is left to dispose-off.</p>	 A photograph of a laboratory or industrial setting showing a wooden table with various items on it, including a blue bucket and other containers, representing waste disposal.
<p>9. Wash hands gently.</p>	 A circular sign with a light blue background. It features a black silhouette of hands being washed under a faucet with water droplets. The text "WASH YOUR HANDS" is written in a curved path above the hands.

## Practical Activity # 4

		Perform Waste Management	
<b>Module: 4</b>	<b>Learning Unit: 4</b>	<b>Manage solid waste</b>	
	<b>Practical Description:</b>	Sort and put solid waste in waste bin according to disposable categories, and store waste bins at designated place	
<b>Time:</b>	04 hours		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	Uniform, Safety shoes, Gloves		
<b>Materials</b>	Waste bins		
<b>Key Point</b>	Carefully sorting of solid waste		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Tag containers of printed &amp; un-printed substrate waste as per instruction.</li> <li>• Sort substrate waste according to disposable categories</li> <li>• Store printed substrate waste in designated waste container.</li> <li>• Store un-printed substrate waste in designated waste container.</li> </ul>		
<b>Precautions:</b>	Ensure safety first		
Instructions		Illustrations	
1. Sort out solid waste according to disposable categories.			
2. Put solid waste in waste bin carefully.			

3. Store solid waste bin to its designated place.



4. Wash your hands gently.










## Practical Activity # 1

		Develop professionalism	
<b>Module: 5</b>	<b>Learning Unit: 1</b>	<b>Participate in in-house training</b>	
	<b>Practical Description:</b>	Clean workstation	
<b>Time:</b>	03 hours		
<b>Equipment</b>	N/A		
<b>Tools</b>	Cleaning cloth, Dustpan		
<b>PPE</b>	Proper dress code, safety gloves, safety shoes		
<b>Materials</b>	Cleaning agent, caution signs		
<b>Key Point</b>	Oil and water on the floor should be properly cleaned so that no residue is left		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Identify latest training needs according to recent printing industry demands.</li> <li>• Get enrolled in advance press training course.</li> <li>• Follow training institute's policies for professional development.</li> <li>• Perform training task mentioned in TLM.</li> </ul>		
<b>Precautions:</b>	When using hazardous chemicals, read manufacturer's instructions for safety		
Instructions		Illustrations	
1. Check for dust, `debris, water and oil spill around the work floor			

2. Pick up a clean cloth and wipe the floor



3. Collect the dust and debris in a dustpan



4. Ensure cleanliness of oil spots on the floor/working table





5. Perform drying of wet floor with the help of cloth.








6. Mark the freshly cleaned area with a caution sign



## Practical Activity # 2

		Develop professionalism	
Module: 5	Learning Unit: 2	Participate in outdoor training	
	Practical Description:	Collect information about the new printing training courses	
Time:	03 hours		
Equipment	Computer with internet		
Tools	Training brochures		
PPE	N/A		
Materials	Tools/equipment list, Training provider's brochures, TLM		
Key Point	Stay focused when browsing for new training opportunities		
Learning Outcome:	<ul style="list-style-type: none"> <li>• Promote Kaizen in printing industry.</li> <li>• Implement 5S's at work place.</li> <li>• Maintain schedule chart according to organizational policies.</li> <li>• Provide logistic support for press room machinery during maintenance.</li> </ul>		
Precautions:	Identify a field of work to get your advanced training in.		
Instructions		Illustrations	
1. Make a list of your current activities in the pressroom and identify your weak points which needs to be improved			
2. Take input from your classmates and trainer and ask them what should be your next training			

<p>3. Ask your trainer which institutes offer training in the mentioned functions collect brochures if available</p>	
<p>4. Browse the internet for specific printing training institutes</p>	
<p>5. Note down the contact information for the course being offered</p>	
<p>6. Call the institute and ask for the timing and duration of the course</p>	
<p>7. Inform your trainer/supervisor about the available course and timings and ask them if you can join advance course without disrupting current activities or you will need an exemption from current training/work</p> <p>8. Join the advance training course</p>	

### Practical Activity # 3

		Develop professionalism	
<b>Module: 5</b>	<b>Learning Unit: 3</b>	<b>Attend trade shows workshop, seminars</b>	
	<b>Practical Description:</b>	Attending the shows related to the printing industries, seminars and workshops for knowledge on latest printing techniques and innovative technologies.	
<b>Time:</b>	03 hours		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	National and International Magazines and Operation Manual		
<b>Key Point</b>	Ensure access to the relevant printing information		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>• Adopt upcoming market trends in printing trade by attending workshop and seminar.</li> <li>• Participate in skill test for professional development with concentration.</li> <li>• Participate in skill up-gradation courses with devotion.</li> <li>• Participate in professional seminars with concentration to acquire first hand industrial knowledge.</li> <li>• Participate in industrial visits on schedule.</li> <li>• Consult senior experts to get advice.</li> <li>• Watch videos/documentaries related with printing and packaging industry.</li> <li>• Perform internet browsing related to printing industry.</li> </ul>		
<b>Precautions:</b>	Gain first hand industrial knowledge by participating in professional seminars.		
<b>Instructions</b>		<b>Illustrations</b>	



1. Visit printing exhibition to get exposure of latest techniques and technologies.



2. Attend seminars to get updated with the latest printing techniques.





3. Read printing magazines and improve the knowledge up to date with all the news and innovative technologies.


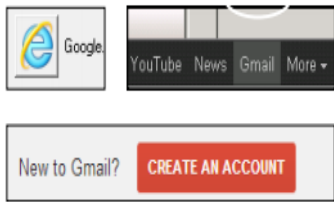
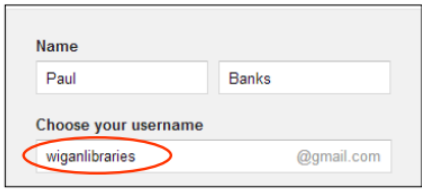
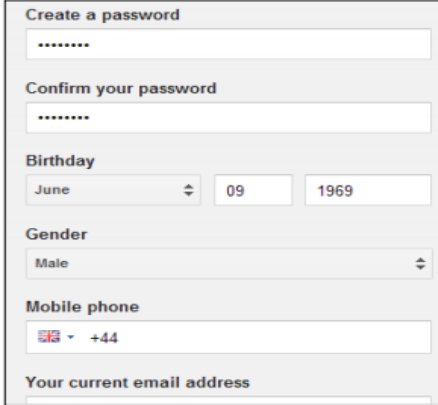
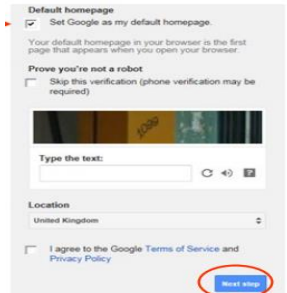


4. Attend workshops related to the printing press for knowledge of the workflow of a printing press

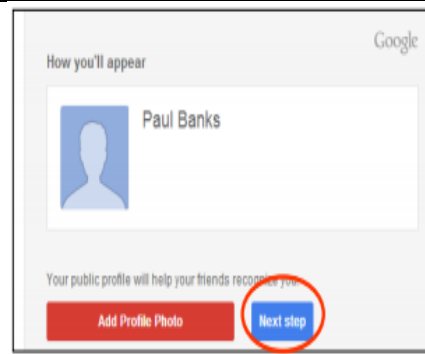


## Practical Activity # 4

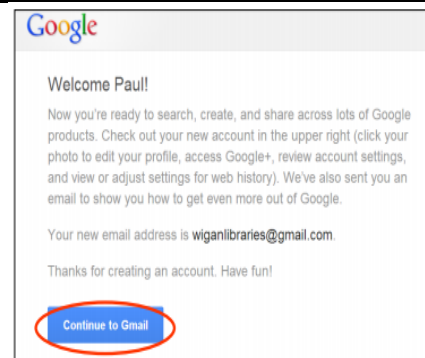
		Develop professionalism	
Module: 5	Learning Unit: 4	Utilize internet	
	Practical Description:	Communication via E-mail with the help of internet.	
Time:	03 hours		
Equipment	Computer with internet		
Tools	N/A		
PPE	N/A		
Materials	Handout on related topic, Flip Chart, Pen, Pencil ,Paper .Note book		
Key Point	Software downloading, data searching on different webs, fast communication and correspondence with concerns personals with the help of electronic mail.		
Learning Outcome:	<ul style="list-style-type: none"> <li>• Ensure format or structure of the correspondence is according to company's practice.</li> <li>• Browse website as per desire.</li> <li>• Download related software as per desire.</li> <li>• Perform required communication via internet with in specified time limits.</li> </ul>		
Precautions:	N/A		
Instructions		Illustrations	
1. Click on the internet explorer or Google chrome icon for open any web page.		 	

<p>2. Click on address box and browse your required web page.</p>	
<p>3. Click on the Google link on the people's network. Then click on the Gmail link near the top left of the page. If using a computer elsewhere perform an Internet search for Gmail. Click on create an account.</p>	
<p>4. Choosing your email address to set up your new account, Google needs some information about you. Type your first and last names. To create an email, you need to choose a username. Your email address will be your username followed by '@gmail.com'.</p>	
<p>5. Choosing your password that is 8 characters or more. Make sure your password is secure and one that you can remember! Secure passwords include combinations of upper and lowercase letters and numbers. Verifying your Gmail account type your birthday and gender. Enter your mobile telephone number or an alternative email address if you have one.</p>	
<p>6. Prove you're not a Robot! You may want to uncheck the box next to set Google as my default homepage'. Type in the letters or digits as they appear on the screen. Agree to the terms of service by checking the box.</p>	

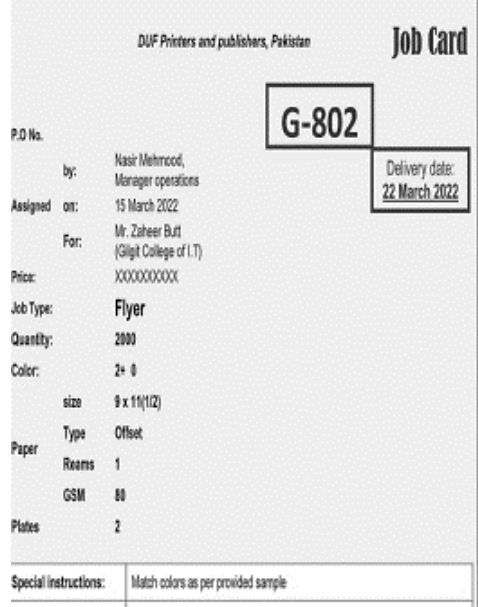
7. Click on next step. (you can add a profile picture at a later stage)



8. You have created an email account!  
To start using email click on  
continue to Gmail.



## Practical Activity # 5

		Develop professionalism	
<b>Module: 5</b>	<b>Learning Unit: 5</b>	<b>Prioritize job schedule</b>	
	<b>Practical Description:</b>	Interpret docket / job card	
<b>Time:</b>	03 hours		
<b>Equipment</b>	N/A		
<b>Tools</b>	N/A		
<b>PPE</b>	N/A		
<b>Materials</b>	Docket / job card, log book		
<b>Key Point</b>	It is important to correctly interpret the job card in order to avoid confusion		
<b>Learning Outcome:</b>	<ul style="list-style-type: none"> <li>Interpret production plan as per supervisor's instruction.</li> <li>Create daily schedule according to priority of production plan.</li> <li>Comprehend material priorities for hindrance less production,</li> <li>Develop list of required tools for hindrance less production,</li> <li>Calculate time required for production</li> <li>Determine sequence of activities.</li> <li>Report delays to superior in prescribed manners.</li> </ul>		
<b>Precautions:</b>	Read carefully, do not miss out information.		
Instructions		Illustrations	
<p>1. Collect the docket/job card</p>			

2. Match the details with the provided equipment, materials and tools



3. Match the size of substrate and number of plates provided with the docket/ job card.

4. If found any error, report to the supervisor



5. Note the time required for the job and the time available in the shift



6. Start the printing process



# IMPLEMENTATION OF CBT PROGRAM

## **Entry Requirement:**

Entry for assessment for this qualification is open for CNIC holders. However, entry in institute for formal Competency Based Training (CBT) in this qualification, the candidate must have Middle School Certificate with 3 year experience of Post press Operations (Preferable Matric).

## **Minimum qualification of trainer:**

- a. Trainer must possess a diploma (DAE) or intermediate along with 5 years' experience in the field of Post Press Operations.
- b. Good communication and computer skills
- c. Trained for CBT implementation

## **Recommended trainer, trainee ratio**

Institutional Training: 16~20                      on Job Training (OJT): 1:4~8

Medium of instructions:

Local / Urdu / English (depending on the learner's understanding)

## **Proposed duration of Training;**

Institutional Training: 04 Month

OJT: 02 Month

## **Scheme of work:**

This curriculum comprises of 6 modules.

The recommended delivery time is: 500 hours/50 credit hours.

Delivery of the course can therefore be: 06 hours/working day, 5 days a week (for 04 months institution training)

07 hours a day (for 02 months OJT on average 22/26 working days a month).

Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

## GENERAL INSTRUCTIONS FOR TRAINER/INSTRUCTOR

Following are some general instructions for Trainers/Instructors:


1. Instructor should perform the role of a facilitator and it is his/her responsibility to focus on the training of learners. He/she must be responsible to make the environment of class friendly, so that the learner can easily understand and ask the questions from the Trainer.
2. Motivate the learners to discuss the new ideas as under;
  - By asking questions
  - By using flash card/charts
  - By making the topic interesting through real stories/example
3. The theory/practical ratio must be considered as 20%/80%.
4. First provide knowledge and then perform practical demonstration.
5. Time management should be the first priority of Trainers as well as for learners
6. A detailed explanation should be conveyed to the learners by the Trainer about each learning unit.
7. After performing practical demonstration, allow the learners to do the same demonstration according to the given sequence and arrange essential requirements, so that each learner can easily perform the task individually or in group.
8. To enhancing the knowledge of learners, allow them for group discussion.
9. Learner will be divided into small groups by the Trainer.
10. Each group should present their practical job to the Instructor at the end of the session.
11. Specific time should be given for each competence.
12. Plan field trip/visit to relevant industries to enhance learner's interest and motivation.



## National Vocational and Technical Training Commission (NAVTTTC)

 Plot 38, Kirthar Road, Sector H-9/4, Islamabad, Pakistan

 +92 51 9044 322

 +92 51 9044 322

 [info@navttc.org](mailto:info@navttc.org)

 [www.navttc.org](http://www.navttc.org)