





Transforming the skill landscape



Sector

Furniture and Fittings

Sub-Sector

Wooden Furniture

Occupation

Production Wooden Furniture

Reference ID: **FFS/Q0103**, Version **1.0** NSQF level: **3** Assistant Carpenter Wooden Furniture

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Shri Narendra Modi Prime Minister of India



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This Facilitator Guide is dedicated to the aspiring youth, who desire to achieve special skills, which would serve as lifelong assets for their future endeavours.

About this Guide

The Facilitator Guide (FG) for Assistant Carpenter-Wooden Furniture is primarily designed to facilitate skill development and training of people, who want to become professional Assistant Carpenter-Wooden Furniture.

The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Furniture and Fittings Sector and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

- FFS/N0104 Assist in furniture planing and organizing work to meet expected outcome
- FFS/N0105 Assist in furniture making
- FFS/N8601 Ensure health and safety at workplace
- FFS/N8501 Maintain work area, tools and machines
- FFS/N8801 Work effectively with others

Post this training, the participants will be able to perform tasks as a professional Assistant Carpenter-Wooden Furniture. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Furniture and Fittings Sector of our country.



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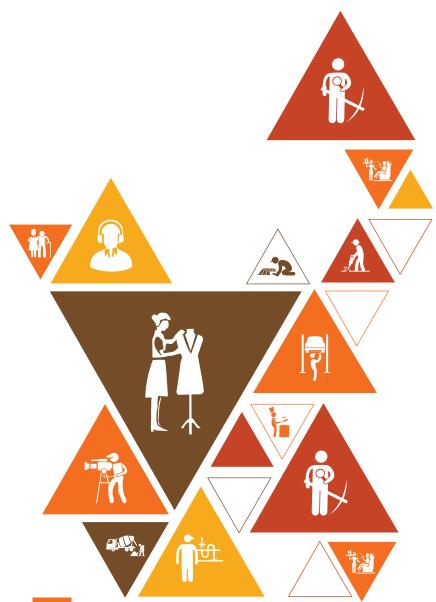
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& ENTREPRENEURSHIP



Transforming the skill landscape



1. Assist in Furniture Planing and Basics of Woodwork

Unit 1.1 - Introduction

Unit 1.2 - Types of Furniture

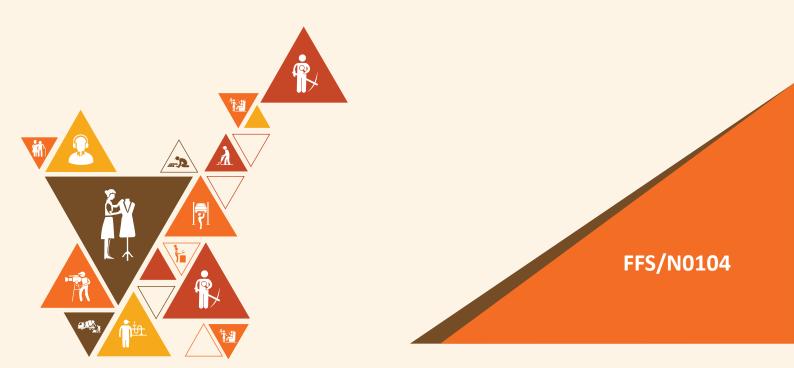
Unit 1.3 - Measurement System

Unit 1.4 - Assist in Furniture Planing

Unit 1.5 - Understanding Wood

Unit 1.6 - Measurement System

Unit 1.7 - Consumables Required for Woodworking



Key Learning Outcomes

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

- 1. Evaluate importance of carpentry
- 2. Evaluate an assistant carpenter and his/her role in organisation
- 3. Analyze the types of furniture
- 4. Analyze the measurement systems
- 5. Analyze the tools required for woodworking
- 6. Analyze the various woods and their usage in furniture
- 7. Evaluate the process of wood cutting
- 8. Analyze the consumables used in woodworking

Unit 1.1: Introduction

Unit Objectives

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

- Evaluate carpentry and its importance
- Analyze the role of an assistant carpenter
- Analyze the various activities carried out by assistant carpenter

– Resources to be Used 🖉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program, will give the students an overview of the importance of carpentry, the role of an Assistant Carpenter, and the different activities executed by an Assistant Carpenter.

- Ask

Ask the following questions to the students:

- What is the meaning of the word "Carpentry"?
- What can be the primary work of an Assistant Carpenter Furniture Designer?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate 🕮

In this session, discuss the following points:

- Importance of Carpentry
- Role of an Assistant Carpenter
- Different activities performed by an Assistant Carpenter Furniture Designer

- Say 🤦

Now, let us participate in an activity to understand these topics in detail.

– Activity 😰

- Announce that this activity will help the students to learn about the importance of carpentry and the role of an Assistant Carpenter Furniture Designer.
- Prepare several chits of paper, each containing one important feature on carpentry, along with one job responsibility performed by the Assistant Carpenter Furniture Designer.
- Put all the chits in a bowl and shuffle them.
- Now, select students randomly in the class, ask them to pick up one chit and read it out to the class.
- After the student has finished reading, explain each feature or fact about the history of furniture and the role of an Assistant Carpenter Furniture Designer, to the whole class.
- Continue this activity until the last chit is read and explained.
- Use this activity to introduce new ideas and terms to the students.
- Allot 20 30 minutes for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Value of Carpentry	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant handbook, laptop, whiteboard, markers, overhead projector, flipchart, internet connectivity, etc.

Say 🔓

Did you like the activity? I hope that it has helped you to understand the importance of carpentry and the role of the Assistant Carpenter Furniture Designer.

- Do 🗸

- Takedown the important points on the given topics, discussed in class, on the flipchart/whiteboard.
- Share your knowledge and insight on the given topics, with the whole class.
- Encourage all the students to participate in the discussion and interaction, to broaden their perspectives.
- Ensure that all the students are attentive during the class lessons.
- Show enthusiasm for the subject matter, and maintain a friendly, healthy and constructive ambience.
- Make sure that the participation and contribution of each student in the class are given fair judgment and consideration.

– Notes for Facilitation 🗐

- Ask the students whether they have any questions/doubts in mind which they would like to ask.
- Encourage the students to answer each other's questions, thus inculcating peer learning.
- Clarify all the doubts and confusions of the students.
- Ask the students to answer all the questions mentioned in the Participant Handbook.

Unit 1.2: Types of Furniture

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Un	it	Ob	jectives	(

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

• Recognize various types of furniture being made from Wood

- Resources to be Used

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program, will give the students an overview of the different types of furniture made of wood along with their usage.

- Ask ask

Ask the following questions to the students:

- What are the different types of furniture used in our daily lives?
- Can you cite an example of furniture used for sitting?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate

In this session, discuss the following points:

- Different types of furniture made of wood
- Ways of using the different types of furniture

Say 🗣

Let us now take part in an activity to understand the topics in a better way.

– Activity

- Announce in the class that this activity will help the students learn about the different types of furniture and their usage.
- Show a set of images on the different types of furniture, by using a projector and a laptop/computer.
- Example of some images are:



- Ask the students to identify each type of furniture shown in the images, and then explain the use of that particular type of furniture to the whole class.
- Encourage a discussion from the entire class by asking each student to interact and give his/her input or opinions about the types of furniture being mentioned.
- Use this activity to introduce important terms on the given topic.
- Allot 30 40 minutes for the entire activity to be completed.

Activity	Duration (approx.)	Resources to be used
Furniture identification	30 – 40 minutes	Whiteboard, flipchart, marker, notebooks, pens, papers, overhead projector, laser pointer, etc.

- Say 🤦

Did you like the activity? I hope that it has helped all of you to identify and learn about the different types of furniture used in our daily lives.

- Do 🗸

- Jot down all the names of the furniture being displayed to the students, along with one use of each, on the whiteboard/flipchart.
- Share your views on the topic with the whole class.
- Encourage all the students to take part in the discussion and thereby interact with each other.
- Make sure that all the students take a keen interest in the topics being taught in class.
- Maintain a clean, healthy and friendly environment in the classroom.
- Check that all the contributions of all the students receive appropriate consideration and judgment.

- Notes for Facilitation 🛽

- Ask whether the students have any questions or doubts in mind.
- Clarify all the questions and ensure that all the students have understood everything.
- Encourage the students to answer all the questions in the Participant Hand Book, and help them out if they face any problems.

Unit 1.3: Measurement System

Unit Objectives 🙆

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

- Evaluate measurement
- Analyze measurement systems being used in the world
- Discuss various measurement tools
- Analyze measuring woods in length, square meter and cubic meter
- Discuss about wood marking tools

- Resources to be Used

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note 🗐

This session of the program will provide the students with an overview of the definition of measurement, different measurement systems used in the world, the usage of various measurement tools, the ways to measure wood in length, square metre, and cubic metre, and the use of different tools for wood marking.

- Ask

Ask the following questions to the students:

- What is the meaning of the term "measurement"?
- Can you cite an example of the tools used for measuring and marking on the wooden furniture?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

- Elaborate 🕮

In this session, discuss the following points:

- Definition of measurement
- Different systems of measurement
- Various measuring tools
- Different methods of measuring furniture
- Use of running meter/running foot, and square meter/square foot

- Ways to measure in a cubic metre
- Use of calculating wood in various metres
- Different tools for marking wood

Say 🔎

Now, let us take part in an activity which will help us understand all the topics more clearly.

- Activity

- Inform the students that this activity will help them to learn about the use of different measurement systems and tools.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students to demonstrate the ways of performing the following –
 - o Different methods of measurement, under various systems
 - o Use of various measuring tools for measuring wood
 - o Use of different tools for marking on wood
- Ask the students to practise the different activities to be performed for measuring furniture under different systems of measurement by using the different tools.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.



I hope that this activity has helped you to learn about the different systems of measurement used to measure wood and the various tools that are necessary for the process.

- Do 🗹 -

- Maintain a healthy, safe and friendly environment.
- Takedown the important points learnt from the lessons, on the whiteboard or flipchart.
- Share your insight on the topic with everyone in the class.
- Ask the students to voice their own opinions and views on the topics being learnt.
- Ensure that all the students retain a keen interest in the topics, while the class is going on.

- Notes for Facilitation 🗏

- Explain each topic distinctly to all the students, and answer all their doubts and queries.
- Encourage the students to answer each other's questions and doubts to kindle peer learning.
- Ask the students to answer all the questions given in the participant handbook, and help them out wherever they have a doubt.

Unit 1.4: Assist in Furniture Planing

Unit Objectives

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

- Describe the wood planing tools
- Describe the wood cutting tools
- Describe the round cutting saws
- Explain the chipping tools
- Explain the striking tools
- Explain the holding or tightening tools
- Discuss about support equipment
- Discuss about boring and drilling equipment
- Discuss about testing equipment
- Describe the miscellaneous woodworking tools
- Evaluate power tools

- Resources to be Used 🖉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note 🗐

This session of the program will help the students gain an overview of the different types of tools and equipment used in planing, making and working on wood to make various types of furniture.



Ask the following questions to the students:

- Can you cite a few examples of tools and equipment needed for working on wood?
- What is wood planing, and why do you think it to be important?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

- Elaborate 🏼

In this session, discuss the following points:

- Use of tool planing on wood
- Use of tools for material gathering
- Usage of round cutting tools
- Different chipping tools and their usage
- Various striking tools with their usage
- Use of different holding or tightening tools
- Different supporting tools and their use
- Various boring and drilling tools and their use
- Use of different testing tools
- Different miscellaneous tools and their usage
- Use of various power tools

Say 🤷

Let us now take part in an activity to help us understand all the topics better.

– Activity

- Inform the students that this activity will help them to learn about the different tools and equipment used for planing and making wood and furniture.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students to demonstrate the ways of using the following tools and equipment to make furniture –
 - o Use of tool planing on wood
 - Use of tools for material gathering
 - o Usage of round cutting tools
 - o Different chipping tools and their usage
 - o Various striking tools with their usage
 - Use of different holding or tightening tools
- Ask the students to practise the use of different tools and equipment for planing and making wood and furniture.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Was the activity helpful? Now, let us consider another one.

- Activity 🎉

Sav

- Announce in the class that this activity will help the students learn about the usage of the various tools and equipment used for supporting, boring, drilling, testing and for other miscellaneous work.
- Divide the class into small groups, according to the total batch strength.
- Ask each group to demonstrate and practise the ways of using the following tools and equipment
 - o Different supporting tools and their use
 - o Various boring and drilling tools and their use
 - o Use of different testing tools
 - o Different miscellaneous tools and their usage
 - o Use of various power tools
- Instruct the students to practise the usage of the different tools and equipment, either in groups or individually, and help them out wherever they need assistance.
- Allot 1 hour for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🤷

Did you find all the activities to be useful in learning about the different tools and equipment that are necessary for planing, making and working on wood and furniture?

- Takedown the names of the tools and equipment used in the different processes of wood and furniture making, on the whiteboard/flipchart.
- Write one important feature or use of each tool and equipment.
- Maintain a friendly, healthy and positive ambience.
- Show enthusiasm on the topic being taught, and inspire the students to complete the tasks properly.
- Ensure that the views, opinions, and contribution of each student in the class interactions are given fair and justified consideration.

– Notes for Facilitation

- Clarify all the doubts and queries that the students have, regarding the topics being covered in class.
- Make sure that the students take a keen interest in all the classroom lessons and activities.
- Encourage peer learning among students.
- Ask the students to try and answer all the questions in the participant handbook, and assist them in doing so.

Unit 1.5: Understanding Wood

Unit Objectives 🙆

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

- Underline different wood and terminology used for wood
- Underline the process of making woodworkable
- Describe the types of natural wood
- Describe the types of manmade wood
- Describe the types of wood used in furniture
- Evaluate different wood properties

- Resources to be Used 🦉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note 🗐

This session of the program helps the students gain an overview of the different types of wood and their various properties.

- Ask

Ask the following questions to the students:

- Can you name a few types of wood that are used to make furniture?
- What are the common terms and terminology that are associated with wood and furniture making?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

– Elaborate 🖳

In this session, discuss the following points:

- A brief overview of wood and the relevant terminology
- Different types of wood and furniture
- Various types of hardwood
- Various types of softwood
- Several types of other woods
- Properties of wood

Now, let us participate in an activity to help us understand all the topics clearly.

– Activity 🦉

Sav

- Inform the students that this activity will help them learn about the different types of wood.
- Distribute a sheet of paper to each student in the class.
- Ask them to write the names of any two types of wood used in making furniture.
- Allot 15 20 minutes for this activity.
- After the students have finished their tasks, ask each one to read out the names that they have written, and explain the importance and usage of each type of wood to the whole class.
- Use this activity to introduce new words and terminology in the class.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Write and learn	20 – 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant handbook, laptop, whiteboard, markers, overhead projector, flipchart, internet connectivity, etc.

Say 🖻

Did you like the activity? Now, let us take part in another one.

- Activity 🗟

- Announce in the class that this activity will help them understand and learn about the different terminology and properties of wood.
- Prepare several chits of paper in which you have to write any one of the characteristics of wood along with one common terminology used in this field.
- Fold the paper chits and shuffle them in a bowl.
- Choose students randomly from the class and ask them to pick up one chit and read it out.
- As the students read out, explain each feature and terminology to the whole class.
- Continue this activity until the last chit is picked up, read and explained.
- Allot 30 minutes for the entire activity.

Activity	Duration (approx.)	Resources to be used
Terms and features	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant handbook, laptop, whiteboard, markers, overhead projector, flipchart, internet connectivity, etc.

- Say 🦻

Did you like participating in all the activities? I hope that these have helped to learn about the different types of wood used in furniture making, along with their properties and relevant terminology.

- Do 🗹

- Write down the names of the different types of wood, and the corresponding terminology, on the whiteboards/flipcharts.
- Maintain a healthy, positive and constructive environment.
- Share your opinion on the topics being taught in class, and ask the students to put in their insight and perspectives on the topics.
- Make sure that the contribution and participation of each student in the class receive a fair judgment and consideration.

- Notes for Facilitation

- Ask the students if they have any queries or any observations on the topics being covered in class.
- Encourage peer learning by asking the students to answer each other's doubts and queries.
- Instruct them to answer all the questions mentioned in the participant handbook, and help them in doing so.

Unit 1.6: Measurement System

Unit Objectives

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

- Demonstrate how to collect drawing / preparing sketch
- Demonstrate how to do measurement and marking on wood
- Demonstrate how to do wood cutting
- Identify cutting angles as per wood

- Resources to be Used 🧬

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program to provide the students with an overview of the ways of collecting drawings/ preparing sketch, ways to measure and mark on wood, the process of woodcutting, and the cutting angles, according to the particular wood being used.

- Ask ask

Ask the following questions to the students:

- Why is creating drawings and sketches important to make furniture?
- Why are angles necessary for cutting and making the wood into furniture?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate

In this session, discuss the following points:

- Measurement and marking of wood to cut
- Ways of wood cutting
- Different types of angled and curved cuts
- Various steps of mitre cuts
- Ways of performing mitre cuts using other machines
- Steps required to set bevel cut angles from the workpiece
- Steps required for cutting curved cut

- Different angles for wood cutting
- Use of cutting edge geometry
- Use of tool angles
- Usage of the cutting angles
- Usage of the clearance angle
- Importance of cutting angles in hardwood and softwood

Sav 🖻

Now, it is time for us to take part in an activity to help us understand all the topics clearly.

- Activity

- Announce in the class that this activity will help the students to know the ways to measure and mark on wood to make furniture.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to teach the students of using and performing the following activities
 - o Measurement and marking of wood to cut
 - o Ways of wood cutting
 - o Different types of angled and curved cuts
 - o Various steps of mitre cuts
 - o Ways of performing mitre cuts using other machines
 - o Steps required to set bevel cut angles from the workpiece
 - o Steps required for cutting curved cut
- Ask the students to practise the use of the different tools necessary to measure and mark on wood and in furniture making.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

- Say 🖻

Did you like the activity? Now, let us take part in another one.

– Activity 🦉

- Announce in the class that this activity will help the students learn about the ways of cutting wood, and the use of the cutting angles, according to the particular wood used.
- Divide the class into small groups, according to the total batch strength.
- Ask each group to demonstrate and practise the ways of using different tools and equipment to perform the following actions
 - o Different angles for wood cutting
 - o Use of cutting edge geometry
 - o Use of tool angles
 - o Usage of the cutting angles
 - Usage of the clearance angle
 - Importance of cutting angles in hardwood and softwood
- Instruct the students to practise the usage of the different tools and equipment for cutting wood and angles in specific types of wood, and help them out wherever they need assistance.
- Allot 1 hour for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🔎

Were all the activities useful? I hope that these have helped you learn about the ways to measure and mark on wood to make furniture, the ways of cutting wood, and the use of the cutting angles, according to the particular wood used.

- Do 🗹

- Maintain a healthy, constructive and positive ambience.
- Takedown the important points derived out of the lessons, on the whiteboard/flipchart.
- Voice your views and opinions on the topic, and encourage the students to participate in the interaction.
- Provide proper judgment and fair consideration to the contribution of each student in the class.

– Notes for Facilitation

- Initiate peer learning among the students.
- Ask if the students have any questions or doubts regarding the topics covered in class.
- Answer all the doubts and queries of the students for better comprehension of the topics.
- Encourage the students to answer all the questions in the participant handbook, and assist them wherever they have a doubt.

Unit 1.7: Consumables Required for Woodworking

Unit Objectives 🙆

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

- Evaluate various types of consumables used in woodworking
- Evaluate the adhesives used in woodworking

– Resources to be Used 🦉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note 值

This session of the program is meant to provide the students with an overview of the use of various types of consumables in woodworking, and the use of the adhesives used in woodworking.

Ask ask

Ask the following questions to the students:

- Can you cite an example of the consumables used in woodworking?
- Why are adhesives necessary in woodworking activities?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

- Elaborate

In this session, discuss the following points:

- The arrangement of the consumables
- Use of nails and screws
- Use of hinges
- Different fittings used in carpentry
- Use of door bolts
- Use of handles and knobs
- Usage of the drawer channels or sets
- Use of various locks
- Importance of using adhesives in woodwork

Sav

Let us now take part in an activity for better comprehension of the topics.

- Activity 🖉

- Inform the students that this activity will help the students learn about the different consumables used in woodworking.
- Divide the students into small groups, based on the total batch strength.
- Display the different types of nails, screws, hinges, door bolts, handles, knobs and locks, in front of the whole class.
- Ask each group to identify these different consumables which are displayed to the whole class.
- After the identification is over, ask each group to demonstrate the ways of using each type of consumable object for woodworking activities.
- Allot 1 hour for the entire activity to be completed.
- Mark the students based on their performance in the activity.

Activity	Duration (approx.)	Resources to be used
Practical handling of equipment	1 hour	Tools, products and equipment used for furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

- Say 🦻

Did you like the activity? Now, let us take part in another one.

- Activity

- Announce in the class that this activity will help the students learn about the ways of using adhesives, drawer channels, sets and fittings in woodworking activities.
- Divide the class into small groups, according to the total batch strength.
- Ask each group to demonstrate and practise the ways of using different tools to perform the following actions –
 - o The arrangement of the consumables
 - o Different fittings used in carpentry
 - o Usage of the drawer channels or sets
 - o Importance of using adhesives in woodwork
- Instruct the students to practise the usage of the adhesives, drawer channels, sets and fittings in woodworking activities, and help them out wherever they need assistance.
- Allot 1 hour for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Did you find the activities to be helpful? I hope that these have helped you learn about the ways of using the different consumables and adhesives for various woodworking activities.

- Do 🗹

Sav

- Jot down the names of the different consumables and adhesives used in the process of woodworking.
- Share your views on the topics, and encourage the students to participate in the discussion by providing their perspectives.
- Ensure that the students retain a keen interest in the topics being covered in class.
- Maintain a safe, healthy and positive environment.

Notes for Facilitation

- Ask the students if they have any questions or doubts regarding the topics being covered in class.
- Explain and clarify all the doubts and queries of the students.
- Encourage peer learning in the class.
- Instruct the students to answer the questions in the participant handbook, and assist them in doing so.

Answers to Exercises for PHB

UNIT 1.3: Measurement System

A. Questions (Choose correct answer/s):

- 1. Answer: FPS (Foot pound system)
- 2. Answer: SI System
- 3. Answer: Minimum 1.0 millimeter
- 4. Answer: Caliper
- 5. Answer: 45° and 135°
- 6. Answer: All of the above
- 7. Answer: Correct

UNIT 1.4: Assist in Furniture Planing

A. Choose the correct answer/s

- 1. Answer: Correct
- 2. Answer: Teak
- 3. Answer: PVC tape for Edge
- 4. Answer: Teak
- 5. Answer: Cedar
- 6. Answer: Redwood
- 7. Answer: Oak

UNIT 1.6: Wood Cutting

A. Choose the correct answer:

- 1. Answer: Correct
- 2. Answer: Correct
- 3. Answer: Correct
- 4. Answer: None of the above
- 5. Answer: 45º
- 6. Answer: Incorrect
- 7. Answer: Correct
- 8. Answer: Correct
- 9. Answer: 30º

UNIT 1.7: Consumables Required for Woodworking

A. Choose the correct answer (s):

- 1. Answer: Plier
- 2. Answer: Nails
- 3. Answer: Counter-sunk Screw
- 4. Answer: Cabinet
- 5. Answer: Correct
- 6. Answer: Correct
- 7. Answer: SR Adhesive
- 8. Answer: Jack Plane







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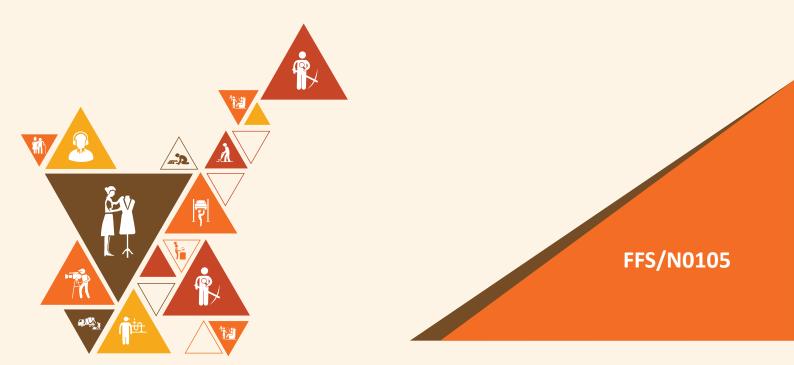
N S · D · C National Skill Development Corporation

Transforming the skill landscape



2. Assisting Carpenter in Furniture Making

- Unit 2.1 Assisting Carpenter in Woodworking Activities
- Unit 2.2 Handling Material
- Unit 2.3 Sharpening of Woodworking Tools
- Unit 2.4 Cleaning and Maintenance of Tools



Key Learning Outcomes

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

- 1. Demonstrate how to assist carpenter in various woodworking activities
- 2. Practice how to handle material in carpentry shop
- 3. Identify woodworking tool sharpening

Unit 2.1: Assisting Carpenter in Woodworking Activities

Unit Objectives 6

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

- Demonstrate how to assist carpenter in measurement
- Demonstrate how to assist carpenter in organising tools
- Demonstrate how to assist carpenter in safely storing tools
- Demonstrate how to assist carpenter in for fetching tools
- Demonstrate how to assist carpenter in checking tools working condition
- Demonstrate how to assist carpenter in holding wooden sheets while working
- Demonstrate how to assist carpenter in wood cutting
- Identify power source and how to use them.
- Practice how to carry cut wooden sheets and other furniture parts
- Practice how to assist carpenter in furniture assembly
- Practice how to assist carpenter for furniture finishing
- Practice how to maintain oil and grease equipment
- Identify ways of cleaning furniture and work place

- Resources to be Used 🧬

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program is aimed at providing the students with an overview of the use of various ways of assisting carpenters in different types of woodworking activities.

- Ask ask

Ask the following questions to the students:

- Can you cite some examples of the different woodworking activities performed by a carpenter?
- Why is a power source necessary for the workshop?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate 🖉

In this session, discuss the following points:

- Ways to assist carpenters in measurement
- Assisting carpenters in organising tools
- Ways of storing tools safely
- Techniques of fetching tools for the carpenter
- Ways to check the working condition of the tools
- Ways to hold wooden sheets while working
- Assisting the carpenter in wood cutting
- Using the on and off power switch
- Ways of carrying wooden sheets and furniture parts
- Ways to assist carpenter in furniture assembling
- Ways of assisting carpenters for finishing
- Properties of hard putty
- Methods of applying hard putty
- Ways to maintain oil and grease equipment
- Ways to clean the furniture
- Techniques for cleaning the workplace

- Say 🖻

Now, let us participate in an activity to understand the topics in a better way.

- Activity

- Inform the students that this activity will help them understand the ways of measuring, organising, storing, cutting, assembling and finishing of wood and furniture.
- Divide the students into small groups, according to the total batch strength.
- Conduct a demonstration session to teach the students to demonstrate the ways of performing the following –
 - o Ways to assist carpenters in measurement
 - o Assisting carpenters in organising tools
 - o Ways of storing tools safely
 - o Assisting the carpenter in wood cutting
 - o Ways to assist the carpenter in furniture assembling
 - o Ways of assisting carpenters for finishing
- Ask the students to practise the different activities to be performed for measuring, organising, storing, cutting, assembling and finishing of wood and furniture, in the class, either individually or in groups.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Did you like the activity? Now, let us consider taking part in another one.

- Activity

- Announce in the class that this activity will help the students learn about the ways of maintaining oil and grease equipment, cleaning the furniture and workplace, checking the working condition of the tools, and the methods of applying hard putty.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: A team of Assistant Carpenters Wooden Furniture have joined the workshop where different types of furniture are produced. They will have to demonstrate the ways to perform the following activities
 - o Maintain oil and grease equipment
 - o Cleaning the furniture and workplace
 - Checking the working condition of the tools
 - Methods of applying hard putty
- Assign 1 hour to complete the entire role-playing activity through a case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (approx.)	Resources to be used
A case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craf items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

- Do 🗹

- Maintain a healthy, constructive and positive environment.
- Share your views about the need for assisting carpenters in various woodworking activities.
- Make sure that all the students are paying attention to everything that is taught in class.
- Encourage all the students to take part in the discussion and share their views on the topic.
- Write down the important points derived out of the lessons covered in the class, on the flipcharts/ whiteboard.

– Notes for Facilitation 🗏

- Ask the students if they have any questions or doubts, which they would like to ask.
- Answer all the doubts and queries raised by the students.
- Ensure that all the students can answer all the questions given in the participant handbook.

Unit 2.2: Handling Material

Unit Objectives 6

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

- Demonstrate how to lift weights manually
- Demonstrate how to use hoists
- Identify safety precautions to be taken while using hoists
- Demonstrate how to load /unload material from vehicle
- Identify precautions to be taken while loading / unloading material from truck
- Demonstrate how to unpack material for woodwork
- Demonstrate how to keep material safe
- Identify ways of cleaning furniture and work place

Resources to be Used

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note 🗐

This session of the program is aimed at providing the students with an overview of the use of various ways to lift weight manually, use of hoists, loading or unloading materials from vehicles, unpacking material for woodwork, keeping the materials, and safe cleaning of furniture and workplace.

- Ask

Ask the following questions to the students:

- What can be the negative outcome if precautions are not taken while lifting weights manually?
- How can safety precautions be ensured while loading and unloading materials, and the use of hoists?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

- Elaborate 🛽

In this session, discuss the following points:

- Ways to lift weight manually
- Ways of using hoists safely
- Use of overhead hoists
- Safety precautions to be taken while working with hoists
- Ways to load/unload materials from the vehicle
- Safety precautions to be taken during loading/unloading of materials
- Ways of unpacking materials
- Ways of packing finished furniture
- Ways of keeping the materials safely

Say 🦻

Now, let us participate in an activity to understand the topics in a better way.

- Activity

- Inform the students that this activity will help the students to learn about the safe manual lifting, using hoists, loading and unloading materials and keeping those safely.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students to demonstrate the ways of performing the following –
 - o Ways to lift weight manually
 - o Ways of using hoists safely
 - Ways to load/unload materials from the vehicle
 - Ways of unpacking and keeping materials safely
- Ask the students to practise the different activities to be performed for the safe manual lifting, using hoists, loading and unloading materials and keeping those safely.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Did you like the activity? Now, let us take part in another one.

- Activity

Sav

- Announce in the class that this activity will help the students to learn about the safety precautions to be undertaken while using hoists, lifting weights manually and loading/unloading of materials.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, ask him/her to state any one precaution to be taken while using hoists, lifting weights manually, and loading/unloading of materials.
- After the student replies, explain the need and importance of maintaining that particular safety precaution.
- Continue this activity until all the students have participated and provided their own insight on the safety precautions.
- Allot 20 30 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
State and learn	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant handbook, laptop, whiteboard, markers, overhead projector, flipchart, internet connectivity, etc.

– Do 🗹 -

- Write down the important features of handling different materials and the safety precautions to be taken, on the whiteboards/flipcharts.
- Share your insight on the topic with all the students in the class, and ask them to participate in the interaction.
- Maintain a friendly, constructive and positive environment.
- Ensure that all the students are paying attention to all the lessons taught in the class.

- Notes for Facilitation 🗏

- Ensure that all the students can answer all the questions given in the participant handbook.
- Answer all the doubts and queries raised by the students in the class.
- Encourage peer learning among the students for the enhanced learning experience.

Unit 2.3: Sharpening of Woodworking Tools

Unit Objectives

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

- Identify ways of sharpening woodworking tools
- Demonstrate how to sharpen chisels and plain iron
- Demonstrate how to sharpen a gouge
- Demonstrate how to sharpen a hand saw

- Resources to be Used 🦉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program will provide the students with an overview of the ways of sharpening woodworking tools, ways to sharpen chisels and Plain Iron, ways to sharpen a Gouge, and the ways to sharpen a Hand Saw.

Ask (ask)

Ask the following questions to the students:

- What are the uses of chisels and plain iron?
- Why are gouge and hand saws necessary for woodworking activities?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate

In this session, discuss the following points:

- Ways of sharpening woodworking tools
- Ways to sharpen chisels and plain iron, and straight edges
- Ways to sharpen a gouge
- Ways to sharpen a hand saw

Say
 Let us now take part in an activity to understand the topics in a better way.

- Activity

- Inform the students that this activity will help the students learn about the different ways of sharpening woodworking tools.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students to demonstrate the ways of performing the following –
 - o Ways of sharpening woodworking tools
 - o Ways to sharpen chisels and plain iron, and straight edges
 - Ways to sharpen a gouge
 - o Ways to sharpen a hand saw
- Ask the students to practise the different ways of sharpening woodworking tools, in class, either individually or in a group.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

– Activity 🦉

- Inform the students that this activity will help the students learn about the different ways of sharpening woodworking tools.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students to demonstrate the ways of performing the following –
 - Ways of sharpening woodworking tools
 - o Ways to sharpen chisels and plain iron, and straight edges
 - Ways to sharpen a gouge
 - o Ways to sharpen a hand saw
- Ask the students to practise the different ways of sharpening woodworking tools, in class, either individually or in a group.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🔎

Was the activity useful? I hope that it has helped you to learn the different ways of sharpening various types of woodworking tools.

Do

- Make sure that all the students are paying attention to everything that is taught in class.
- Ensure that the contribution of each student in the class interactions receives fair and justified consideration.
- Create and maintain a positive, constructive, and friendly ambience.
- Takedown the important points derived from the lessons taught in the class, on the whiteboard/ flipchart as the students perform the activity.

– Notes for Facilitation 🕒

- Ensure that the students have understood all the topics that are being covered in the class.
- Ask the students if they have any doubts/queries related to the topics.
- Explain and clarify all the doubts and queries of the students and encourage peer learning in class.
- Instruct the students to answer the questions in the participant handbook, and assist them in doing so.

Unit 2.4: Cleaning and Maintenance of Tools

Unit Objectives	Ø	_
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By the end of this unit, the trainees will be able to:

- Demonstrate how to do metal tools maintenance
- Demonstrate how to do power tools maintenance
- Demonstrate how to do cutting tools maintenance
- Practice how to to do air-powered tools maintenance

– Resources to be Used

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note 🗐

This session of the program is aimed at providing the students with an overview of the ways of maintaining metal tools, power tools, cutting tools, and air-powered tools.



Ask the following questions to the students:

- What are the uses of the air-powered tools?
- Why are power tools necessary in a furniture and fittings industry?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate 🚇

In this session, discuss the following points:

- Importance of cleaning and maintenance of tools
- Ways of maintaining metal tools
- Ways to maintain power tools
- Techniques to maintain cutting tools
- Ways to maintain air-powered tools

Sav

Now, it is time for an activity to understand for better comprehension of the topics.

– Activity 🏸

- Announce in the class that this activity will help the students learn about the ways of maintaining metal tools, power tools, cutting tools, and air-powered tools.
- Divide the class into small groups, according to the total batch strength.
- Ask each group to demonstrate and practise the ways of performing the following activities
 - o Ways of maintaining metal tools
 - o Ways to maintain power tools
 - o Techniques to maintain cutting tools
 - o Ways to maintain air-powered tools
- Instruct the students to practise the various ways of maintaining metal tools, power tools, cutting tools, and air-powered tools, either in groups or individually, and help them out wherever they need assistance.
- Allot 1 hour for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🔎

Did you like the activity? I hope that it has helped you learn about the different ways of maintaining metal tools, power tools, cutting tools, and air-powered tools.

- Do 🗸

- Write down the inferences drawn from the practice session, on the whiteboard/flipchart.
- Voice your insight, opinions, and views on the topic, and encourage all the students to participate in the interaction.
- Maintain a positive, constructive, and friendly ambience.
- Ensure that the contribution of each student in the class interactions receives fair and justified consideration.

– Notes for Facilitation [

- Answer and clarify all the queries raised by the students in the class, regarding the topics being taught.
- Encourage the other students to answer the questions, thereby developing peer learning in class.
- Ask the students to answer all the questions given in the participant handbook, and assist them if they face any problems in doing so.

Answers to Exercises for PHB

Choose the correct answers:

- 1. Answer: Incorrect
- 2. Answer: All of the above
- 3. Answer: Tool should be protected from Rust
- 4. Answer: Incorrect
- 5. Answer: Apply putty
- 6. Answer: 15 Kg
- 7. Answer: Moveable Hoist
- 8. Answer: Cloth
- 9. Answer: File
- 10. Answer: Triangle File
- 11. Answer: Correct
- 12. Answer: Dust
- 13. Answer: none of the above
- 14. Answer: Incorrect
- 15. Answer: All of the above





GOVERNMENT OF INDIA MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP



Transforming the skill landscape



3. Safety in Carpentry

Unit 3.1 - Carpentry Safety Equipment, Common Hazards, and Instructions for Safety Practice

Unit 3.2 - Handling Emergencies and Waste



FFS/N0105, FFS/N8501 & FFS/N8601

Key Learning Outcomes

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

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- 1. Demonstrate how to use safety equipment
- 2. Identify various common safety hazards
- 3. Identify safe practices for using electric powered tools
- 4. Identify safe practices for using woodworking tools
- 5. Identify safe practices for using hazardous material
- 6. Identify safe practices for housekeeping
- 7. Identify safe practices for using ladders and step ladders
- 8. Identify safe practices for lifting material
- 9. Identify safe practices for using pneumatic tools
- 10. Identify safe practices for using powder actuated tools
- 11. Identify safe practices for using scaffolding
- 12. Identify safe practices for using stairways, floors and openings
- 13. Demonstrate how to follow emergency procedure
- 14. Demonstrate how to handle fire emergencies
- 15. Identify fire extinguishers
- 16. Practice first aids
- 17. Identify how to minimize waste
- 18. Demonstrate how to dispose waste

Unit 3.1: Carpentry Safety Equipment, Common Hazards, and Instructions for Safety Practice

- Unit Objectives 🧖

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

- Demonstrate how to use safety equipment
- Identify various common safety hazards
- Identify safe practices for using electric powered tools
- Identify safe practices for using hand tools
- Identify safe practices for using chisels
- Identify safe practices for using clamps
- Identify safe practices for using files / rasps
- Identify safe practices for using hammers
- Identify safe practices for knives / sharp instruments
- Analyze safe practices for using pliers
- Analyze safe practices for using saws
- Analyze safe practices for using screwdriver
- Analyze safe practices for using snips
- Analyze practices for using vises
- Identify safe practices for using hazardous material
- Identify safe practices for housekeeping
- Identify safe practices for using ladders and step ladders
- Identify safe practices for lifting material
- Identify safe practices for using pneumatic tools
- Discuss safe practices for using powder actuated tools
- Discuss safe practices for using scaffolding
- Discuss safe practices for using stairways, floors and openings
- Discuss how to report safety hazard

- Resources to be Used 🦉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note [

This session of the program is aimed at providing the students with an overview of the use of the common safety equipment, the commonly faced hazards, and the various instructions for safe practice.

- Ask

Ask the following questions to the students:

- What are the common hazards faced in a furniture and fittings industry?
- Why is it necessary to employ safe practices while working with tools, equipment, etc.?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate

In this session, discuss the following points:

- Ways of using safety equipment
- Various common safety hazards
- Safe practices for using electric-powered tools
- Safe practices for using hand tools
- Safe practices for using chisels
- Safe practices for using clamps
- Safe practices for using files/rasps
- Safe practices for using hammers
- Safe practices for using knives/sharp instruments
- Safe practices for using pliers
- Safe practices for using screwdrivers
- Safe practices for using snips
- Safe practices for using vises
- Safe practices for using hazardous materials
- Safe practices for housekeeping
- Safe practices for using ladders and step ladders
- Safe practices for lifting material
- Safe practices for using pneumatic tools
- Safe practices for using powder-actuated tools
- Safe practices for using scaffolding
- Safe practices for using stairways, floors and openings
- Ways of reporting safety hazards

Say 🗣

Now, let us all participate in an activity to understand all the topics in a better way.

– Activity 🖉

- Announce in the class that this activity will help the students learn about the different safety practices to be followed while handling various tools and equipment.
- Divide the class into small groups, according to the total batch strength.
- Ask each group to demonstrate and practise the ways of performing the following activities
 - o Safe practices for using electric-powered tools
 - o Safe practices for using hand tools
 - Safe practices for using chisels
 - o Safe practices for using clamps
 - o Safe practices for using files/rasps
 - o Safe practices for using hammers
 - o Safe practices for using knives/sharp instruments
 - o Safe practices for using pliers
 - o Safe practices for using screwdrivers
 - o Safe practices for using snips
- Instruct the students to practise the different safety practices to be followed while handling various tools and equipment, either in groups or individually, and help them out wherever they need assistance.
- Allot 1 hour for the entire activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
Practice session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🤷

Did you find the activity to be useful? Now, let us take part in another one.

– Activity 🖉

- Inform the students that this activity will help them to learn about the different safety practices to be followed while handling various tools and equipment.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to teach the students to demonstrate the ways of performing the following –
 - o Safe practices for using vises
 - o Safe practices for using hazardous materials
 - o Safe practices for housekeeping
 - o Safe practices for using ladders and step ladders

- Safe practices for lifting material
- Safe practices for using pneumatic tools
- Safe practices for using powder-actuated tools
- o Safe practices for using scaffolding
- o Safe practices for using stairways, floors and openings
- Ask the students to practise the
- different safety practices to be followed while handling various tools and equipment, in the class, either individually or in groups.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🔎

Did you like all the activities? I hope that these have helped you learn about the use of the common safety equipment, the commonly faced hazards, and the various instructions for safe practice.

- Do 🗸

- Takedown the important features derived out of the demonstration and practice sessions.
- Share your views, insight, and opinion regarding the importance of undertaking safety precautions while handling tools and equipment.
- Maintain a positive, constructive, and friendly environment.
- Make sure that the students pay close attention to the topics being taught in class.

– Notes for Facilitation 壃

- Answer all the doubts and queries raised by the students.
- Instruct the students to answer all the questions in the Participant Hand Book, and assist them in doing so.
- Encourage peer learning in the class to improve the learning experience.

Unit 3.2: Handling Emergencies and Waste

Unit Objectives

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

- Demonstrate how to follow emergency procedure
- Demonstrate how to handle fire emergencies
- Identify fire extinguishers
- Demonstrate how to respond in case of fire
- Demonstrate how to operate multipurpose fire extinguishers
- Practice first aids
- Identify common injuries during carpentry and how to react in case of those injuires

- Resources to be Used 🦉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.



This session of the program is aimed at providing the students with an overview of the ways of handling different emergency procedures, providing the appropriate first aid, and the techniques of waste disposal.

- Ask

Ask the following questions to the students:

- Can you cite an example of an emergency procedure?
- What is the meaning of "first aid" and why is it important?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate 🚇

In this session, discuss the following points:

- Ways to identify emergencies
- Ways to undertake organisation emergency procedures
- Different safety signs

- Handling of fire emergencies
- Different types of fire extinguishers
- Various classes and types of fire
- Type of fire extinguisher used for each class of fire
- Ways to respond in case of fire
- Ways to operate a multipurpose fire
- Different common injuries and how to treat them
- Basic contents of a first aid box
- Ways of waste minimisation
- Ways of waste disposal

Say 🔎

Now, let us all participate in an activity to understand all the topics in a better way.

– Activity 🖉

- Inform the students that this activity will help them learn about the ways to undertake emergency procedures during fire hazards.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to teach the students to demonstrate the ways of performing the following –
 - Ways of emergency procedure
 - o Ways of handling fire emergencies
 - o Various fire extinguishers
 - o Ways to trespond in case of fire
 - o Ways to operate multipurpose fire extinguishers
- Ask the students to practise the different ways to undertake emergency procedures during fire hazards, in the class, either individually or in groups.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration session	1 hour	Tools, products and equipment used for various furniture making processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Did you like the activity? Let us participate in another activity.

- Activity 🔎

Sav

- Announce in the class that this activity will help the students learn about the ways to apply first aid in case of various injuries.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, then, ask him/her to state any one commonly faced injury and the corresponding first aid treatment to treat it.
- After the student replies, explain the need for that particular first aid treatment for the specific injury being mentioned.
- Continue this activity until all the students have participated and provided their insight on the first aid techniques.
- Allot 20 30 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (approx.)	Resources to be used
State and learn	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant handbook, laptop, whiteboard, markers, overhead projector, flipchart, internet connectivity, etc.

Say 🔎

Were all the activities useful? I hope that these have helped you learn about the ways of handling different emergency procedures, providing the appropriate first aid, and the techniques of waste disposal.

Do

- Takedown the important points related to emergency procedures and ways of combating fire hazards, on the whiteboards/flipcharts.
- Provide your input regarding the importance of practising emergency procedures during a fire outbreak.
- Encourage all the students to participate in the discussion and put forward their views on the topic.
- Ensure that all the students pay equal attention to the entire session.

– Notes for Facilitation 🗐

- Ensure that all the students can answer all the questions given in the participant handbook.
- Ask the students if they have any questions or doubts in mind which they would like to ask.
- Answer all the doubts and queries raised by the students.
- Facilitate peer learning by encouraging students to answer each other's questions and doubts.

Answers to Exercises for PHB

UNIT 3.1: Carpentry Safety Equipment, Common Hazards, and Instructions for Safety Practice

- 1. Answer: Incorrect
- 2. Answer: Incorrect
- 3. Answer: All of the above
- 4. Answer: Correct
- 5. Answer: Incorrect
- 6. Answer: Incorrect
- 7. Answer: Keep the blades of all cutting tools sharp
- 8. Answer: Correct
- 9. Answer: Incorrect
- 10. Answer: All of the above.
- 11. Answer: Housekeeping
- 12. Answer: Incorrect
- 13. Answer: All of the above

UNIT 3.2: Handling Emergencies and Waste

- 1. Answer: Incorrect
- 2. Answer: Correct
- 3. Answer: Incorrect
- 4. Answer: Incorrect
- 5. Answer: Correct
- 6. Answer: Correct
- 7. Answer: Incorrect
- 8. Answer: All of the above
- 9. Answer: For First and immediate treatment of any injury
- 10. Answer: None of the above
- 11. Answer: Water Extinguisher
- 12. Answer: Dry Powder Extinguisher







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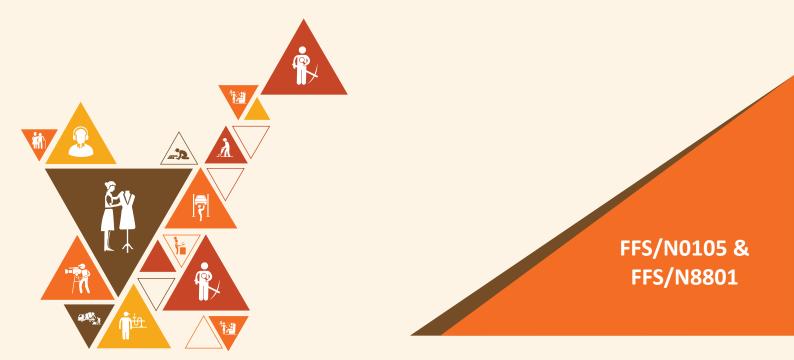
N S D C National Skill Development Corporation

Transforming the skill landscape



4. Working in the Organisation

Unit 4.1 - Working in Organisation



Key Learning Outcomes

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

- 1. Evaluate the scope of carpenter's job in organisation
- 2. Evaluate the expectation of organisation from carpenter
- 3. Demonstrate how to follow organisation's rules and policies
- 4. Practice team work
- 5. Demonstrate the importance of communication
- 6. Demonstrate how to manage working in organisation

Unit 4.1: Working in Organisation



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

- Evaluate the scope of assistant carpenter's job in organisation
- Evaluate the job responsibility of assistant carpenter's
- Identify the expectation of organisation from assistant carpenter
- Demonstrate how to follow organisation's rules and policies
- Identify the hierarchy and escalation procedure in an organisation
- Identify the '5s' methodology of housekeeping
- Identify the importance and rules of team working
- Identify the various ways of communication and importance
- Identify how to handle conflict
- Identify how to plan and manage work
- Demonstrate how to manage resources in organisation

– Resources to be Used 🖉

Participant handbook, pens, writing pads, coloured chart papers, colour pencils, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note

This session of the program is aimed at providing the students with an overview of the different ways and techniques of working in an organisation.

Ask

Ask the following questions to the students:

- What is the meaning of the 5s procedure?
- Why are teamwork and communication necessary for working in an organisation?

Write down the students' answers and responses on the whiteboard/flipchart. Take the appropriate cues from their answers, introduce the topic, and begin to teach the lesson.

Elaborate 🖉

In this session, discuss the following points:

- Scope of work for an assistant carpenter wooden furniture
- Job responsibilities of an assistant carpenter wooden furniture
- The expectation from an assistant carpenter wooden furniture
- Current policies and procedures of health, safety and security in the organisation
- Organisational hierarchy and escalation
- Ways of performing workplace housekeeping, with the maintenance of equipment and cleanliness
- Ways of working in a team
- Importance of teamwork
- Different communication skills
- Use of oral communication
- Use of written communication
- Use of electronic communication
- Safety practices for snips

Say 🖻

Let us now take part in an activity to understand all the topics more clearly.

- Activity

- Announce in the class that this activity will help the students to learn about the different ways of working in an organisation.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students to demonstrate the following activities-
 - Ways of performing workplace housekeeping, with the maintenance of equipment and cleanliness
 - Ways to undertake safety practices for snips
 - Ways of managing resources
- Ask the students to practise the different ways of working in an organisation, in the class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Tools, products and equipment used for various furniture designing processes, external props, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Did you like the activity? Now, let us consider participating in another one.

- Activity 🖉

- Announce in the class that this activity will help the students to learn about the ways of effective communication, teamwork, and following the escalation matrix while working in an organisation.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: five new members have joined in your team of assistant carpenter wooden furniture. All of
 them come from a different ethnic background, and can only speak in their respective mother tongue.
 How will they communicate with each other by employing the different communication skills, and
 escalate any matter to the higher authority by following the escalation matrix, in case of any troubles?
- Assign 1 hour to complete the entire role-playing activity through a case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration	Resources to be used
A case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say 🤷

Did you enjoy taking part in all the activities? I hope that these have helped you learn the various ways and techniques of working in an organisation.

Do 🗸

- Share your insight and input on the different ways and techniques of working in an organisation.
- Ensure that all the students are attentive and participating in in-class activities and lessons.
- Maintain a positive, constructive, and friendly ambience.
- Encourage all the students to participate in the discussion and share their thoughts and opinions on the topic.

– Notes for Facilitation 🖳

- Ask the students if they have any questions/doubts and clarify those to the whole class.
- Ask the students to answer the questions given in the Participant Hand Book.
- Encourage peer learning in class by asking the students to answer each other's queries.

Answers to Exercises for PHB

- 1. Answer: All of the above
- 2. Answer: Correct
- 3. Answer: Correct
- 4. Answer: Correct
- 5. Answer: Incorrect
- 6. Answer: Correct
- 7. Answer: Correct
- 8. Answer: Incorrect
- 9. Answer: All of the above
- 10. Answer: Saved Time
- 11. Answer: Supervisor
- 12. Answer: All of the above.





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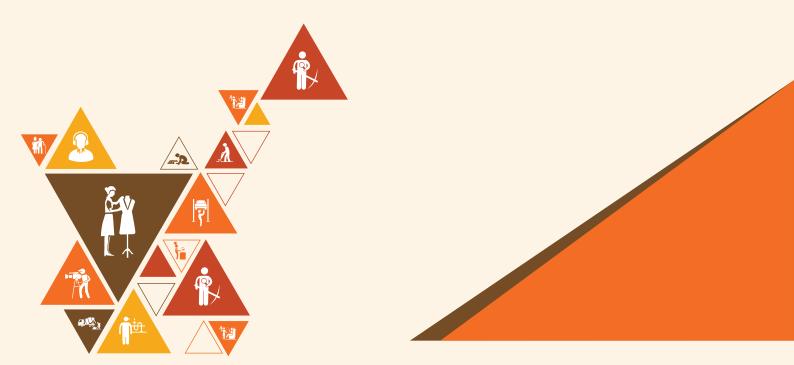
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5. Employability & Entrepreneurship Skills

- Unit 5.1 Personal Strengths & Value System
- Unit 5.2 Digital Literacy: A Recap
- Unit 5.3 Money Matters
- Unit 5.4 Preparing for Employment & Self Employment
- Unit 5.5 Understanding Entrepreneurship
- Unit 5.6 Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expectation Mapping

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

Defining Objectives

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

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

In order to effectively facilitate this workshop:

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

General instructions for role playing:

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

Unit 5.1: Personal Strengths & Value System

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Key Learning Outcomes

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

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

Unit 5.1.1: Health, Habits, Hygiene: What is Health?



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

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

Resources to be Used

Participant Handbook

- Ask as

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

Say 뎙

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

Ask ask

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

Say 🔓

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

Do 🗸

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

Say 뎗

- Through this activity we got some tips on how can we prevent these common health issues.
- Let us now see how many of these health standards we follow in our daily life.

Activity

• Health Standard Checklist from the Participant Handbook.

Ask as

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

Say 🔓

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

Do 🗸

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

Summarize 🔎

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

Ask (

Discuss:

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

Say G

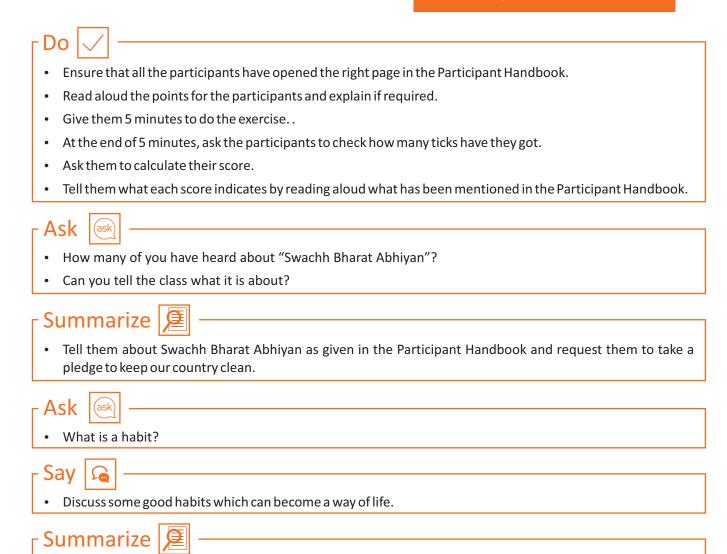
• Discuss the meaning of hygiene as given in the Participant Handbook.

Activity

• Health Standard Checklist: Hygiene

Say 🔓

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



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

Unit 5.1.2: Safety

Unit Objectives 🞯

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

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

Resources to be Used

- Participant Handbook
- Safety signs and symbols, Safety equipments
- Blank papers and pens

Say 5

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

Team Activity 🙀

Safety Hazards

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

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

- Δ	sk	(as
_ ,		

How could you or your employees get hurt at work?

Say 뎗

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

Do 🗸

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

Say 🔓

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

Do 🗸

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

Ask ask

De-briefing

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

Summarize 🔎

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

Unit 5.1.3: Self Analysis – Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives 🞯

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

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

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers and pencils/ pens

Activity 🔅

This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do 🗸

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

Say 🔓

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

Team Activity 뵭

Tower building

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

Do 🗸

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

Ask ask

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

Say 뎙

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

Ask ask

• Is your attitude positive or negative?

Say 🔓

• Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask ask

• What did you learn from this story?

Activity 😤

What Motivates You? from the Participant Handbook.

Do 🗸

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

Say 뎗

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

- Summarize / 🕭

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

Unit 5.1.4: Honesty & Work Ethics



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

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

Resources to be Used

• Participant Handbook



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

Say 뎗

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

Do 🗸

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem. Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity 🙀

Case Study Analysis

Scenario 1

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

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

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's weddingwas around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppatas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media... this will directly affect Rajni's business. What would you do if you were in Rajni's place?

Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say 🔓

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

Do 🗸

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

Summarize 🔎

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

Unit 5.1.5: Creativity and Innovation



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

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

Resources to be Used

- Participant Handbook
- Chart papers and marker pens

Ask ask

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

Say 🔓

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

- Ask ask

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

Say 뎗

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

Team Activity 🙀

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

Activity De-brief

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

Do 🗸

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

Summarize 🔎

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

-Notes for Facilitation

• Source for stories on innovations:

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

Unit 5.1.6: Time Management



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

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

- Resources to be Used \mid 🖑

• Participant Handbook

Ask ask

Does this sound like you?

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

Example

Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask ask

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

Activity 💯

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

Say Say

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

Ask (

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

Say 뎙

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

Activity

Effective Time Management

• This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

• Category 2: Not Urgent/Important

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

Category 3: Urgent/Not Important

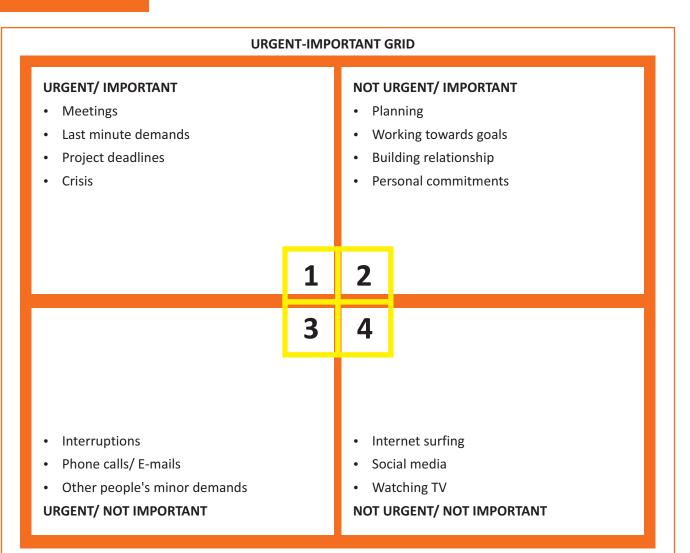
- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

• Category 4: Not Important and Not Urgent

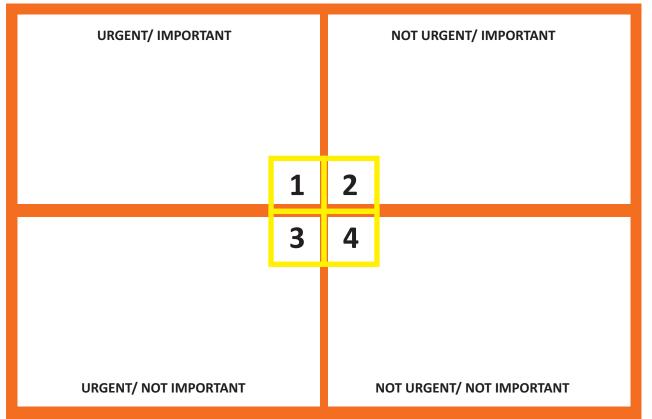
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

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



URGENT/ IMPORTANT GRID format



Do

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

Say 뎗

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize 🔎

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

Notes for Facilitation

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

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

Unit 5.1.7: Anger Management



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

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

- Resources to be Used

• Participant Handbook

Ask 🤅

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

Say 🔓

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

Do

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

- Activity

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

- Ask 🤘

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

Facilitator Guide

Say 뎗

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

Do

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

Activity 💯

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say 🔓

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

Do

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

Ask ask

De-brief questions:

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

Summarize 🔎

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

-Notes for Facilitation

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

Unit 5.1.8: Stress management: What is stress?



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

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

- Resources to be Used

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

Say Sa

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

Ask as

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

Say 🔓

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

Do 🗸

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

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



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask 🔤

De-brief questions:

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

Say Say

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

Do 🔍

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

Say 🔓

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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do 🗸

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

Scenario 5

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

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

Say 🔓

De-brief:

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

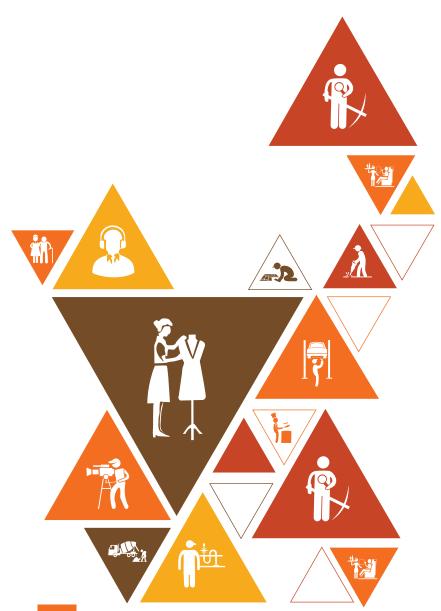
Summarize 📜

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

- Notes for Facilitation 🛛 🗐

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

Notes		Assistant Carpenter - Wooden Furniture
Notes		
	Notes	



Unit 5.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

Ö

Unit 5.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives 🞯

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say 🔓

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

Explain

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

Ask as

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

Say 🔓

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

Summarize 🔎

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

Practical 🛞

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

Do 🗸

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

Unit 5.2.2: MS Office and Email: About MS Office



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

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

-Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

-Ask

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

Say 뎗

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

-Explain 🗟

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

-Ask

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

Say 🔓

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

-Do 🗸

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

Demonstrate 🖡

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

-Practical 🞇

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

Summarize 🖌

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

Unit 5.2.3: E-Commerce

Unit Objectives 🞯

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

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

Resources to be Used 💣

- Computer System with internet connection
- Participant Handbook

-Ask

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

Say 뎙

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

-Ask

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

-Say 🔓

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

-Team Activity 🎐

E-commerce examples

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

-Say 痛

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

-Do |~

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

-Say โ

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

-Explain 🕎

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

Say 뎗

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

-Role Play 🥰

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



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

Say 뎙

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

-Do 🗸

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

-Ask

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

-Say | ົ

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

-Summarize 🔎

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

	 Assistant Carpenter	- Wooden Furniture
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Unit 5.3: Money Matters

Key Learning Outcomes

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

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

Unit 5.3.1: Personal Finance - Why to Save?

-Unit Objectives 🎯

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

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

-Resources to be Used 🧬

Participant Handbook

-Ask ask

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

-Example

Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask ask

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

Say 🔓

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

-Ask

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



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

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

-Ask 🔤

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

Say 뎙

• Let's learn personal saving with the help of a group activity.

-Team Activity 🙀

Personal Finance-Why to save

• This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

-Do

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

Activity De-brief

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



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

Summarize 🔎

You can summarize the session by discussing:

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

Unit 5.3.2: Types of Bank Accounts, Opening a Bank Account



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

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

-Resources to be Used

- Account opening sample forms
- Participant Handbook

-Ask ask

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

-Example

• Let's look at the given example:

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

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

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

-Ask

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

Say 🔓

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

-Ask

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



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

Team Activity 🛃

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

Activity De-brief

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

-Say | ໂ

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

-Ask ask

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

Say 뎗

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

-Team Activity 🙀

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

-Do 🗸

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

-Summarize 🔎

Note:

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

Sample Bank Account Opening form.

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

	Owning Hous	se :	Y/N	Owning Farm	1
	Y/N No. of Anima	ls ·		Any other	
Existing Bank A/c. of family members / household		//N	lf y	ves, No. of A/cs.	
Kisan Credit Card	Whether Elig	ible	Y / N		
l request you to is	ssue me a Rup	av Card			
account after 6 i needs subject to	months of oper the condition raft facility. I sh	ning my that onl	account for y one mem	fter satisfactory ope meeting my emerg per from the house ms and conditions s	ency/ family hold will be
shall abide by a	all the terms an	nd condit	ions as may	be in force from tin	ne to time. I
declare that I hav Place:				t facility from any ot	her bank.
declare that I hav Place: Date:					her bank.
declare that I hav Place: Date: Nomination:	e not availed a			t facility from any ot	her bank.
declare that I hav Place: Date:	e not availed a			t facility from any ot	Applicant Applicant
declare that I hav Place: Date: Nomination: I want to nomi Name of Nominee	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev	Applicant Applicant
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place:	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	e not availed a	ny Overo	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev	her bank. Applicant in case to nount of alf of the vent of my eath.
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declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date:	nate as under Relationship	Age	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.
declare that I hav Place: Date: Nomination: I want to nomin Name of Nominee Place: Date: Witness(es)*	nate as under Relationship	Age	draft or Credi Date of Birth in case of	t facility from any oth Signature / LTI of Person authorised receive the am deposit on beha nominee in the ev /minor(s) de	her bank. Applicant in case to nount of alf of the vent of my eath.

Unit 5.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives 🏼 🎯

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

• Differentiate between fixed and variable costs

-Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

-Ask

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

Say 뎗

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

-Team Activity 🙀

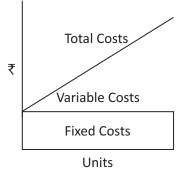
Identify the type of cost

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

Do 🗸

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

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



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

-Team Activity 🙀

Fixed vs. Variable Costs

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

Activity De-brief

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

Do

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

-Summarize 🧵

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

┌ Notes for Facilitation 🗐

•	Answers for the activity - Identify the type of cost	
1.	Rent	(Fixed)
2.	Telephone bill	(Fixed)
3.	Electricity bill	(Fixed)
4.	Machinery	(Fixed)
5.	Insurance	(Fixed)
6.	Office supplies/ Raw materials	(Variable)
7.	Employee salaries	(Fixed)
8.	Commision percentage given to sales person for every unit sold	(Variable)
9.	Credit card fees	(Variable)
10.	Vendor bills	(Variable)

Unit 5.3.4: Investments, Insurance and Taxes

-Unit Objectives 🚳

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

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

-Resources to be Used

• Participant Handbook

-Ask ask

- Ask the students- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?

{~}

• You have saved money and want to invest it, how would you decide what is the best investment for your money?

-Example

Let's have a look at a few scenarios.

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

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

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

-Say 🔓

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



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

Say 🔓

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

-Say 🔓

• We will have a quiz today.

-Team Activity 🙀

• The activity is a quiz.

Do 📐

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

Summarize 🔎

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

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What are bonds?

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

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

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

4. Who is the buyer of stocks and equities?

The general public is the buyer.

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

Small Saving Scheme

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

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

- Why is a loan taken from the bank to purchase real estate?
 To lease or sell to make profit on appreciated property price.
- 8. Name the two types of insurances? Life Insurance and Non-life or general insurance
- 9. Which insurance product offers financial protection for 15-20 years? *Term Insurance*
- 10. What is the benefit of taking an endowment policy? It offers the dual benefit of investment and insurance.
- 11. Mr. Das gets monthly return on one of his insurance policies. Name the policy? Money Back Life Insurance

12.	What are the two benefits of a Whole Life Insurance?
	It offers the dual benefit of investment and insurance
13.	Which policy covers loss or damage of goods during transit?
	Marine Insurance
14.	After what duration is the income tax levied?
	One financial year
15.	What is long term capital gain tax?
	It is the tax payable for investments held for more than 36 months.
16.	Name the tax that is added while buying shares?
	Securities Transaction Tax
17.	What is the source of corporate tax?
	The revenue earned by a company.
18.	Name the tax whose amount is decided by the state?
	VAT or Value Added Tax
19.	You have bought a T.V. What tax will you pay?
	Sales Tax
20.	What's the difference between custom duty and OCTROI?
	Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

Unit 5.3.5: Online Banking, NEFT, RTGS, etc.



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

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

-Resources to be Used

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

-Ask

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

-Say 🔓

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

Do 🗸

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

Say 뎗

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

Do 🗸

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

-Summarize 🔎

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

	Assistant Carpenter - Wooden Furniture
Notes	



Unit 5.4: Preparing for Employment and Self Employment

Ö

Key Learning Outcomes

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

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

Unit 5.4.1: Interview Preparation: How to Prepare for an Interview

-Unit Objectives 🏻 🎯

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

• Discuss the steps to follow to prepare for an interview

-Resources to be Used

• Participant Handbook

-Ask 🤅

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

-Say 뎙

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

-Activity 1 🙊

Introducing Yourself

Do 🗸

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

-Ask

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

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

Do 🗸

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

-Activity 2 🎘

Planning the right attire

-Do 🗸

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

Summarize

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

Unit 5.4.2: Preparing an Effective Resume: How to Create and Effective Resume?

-Unit Objectives 🏼 🎯

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

• Discuss the steps to create an effective Resume

-Resources to be Used 🧬

- Participant Handbook
- Blank papers and pens

-Ask

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

Say 🔓

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

Do 🗸

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

Say 뎗

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



Case Study Analysis

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

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say 🔓

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

Do 🗸

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

Summarize 🔎

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

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

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

Unit 5.4.3: Interview FAQs



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

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

-Resources to be Used 🧬

• Participant Handbook

Say 🔓

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

Do 🗸

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

-Role Play 😴

• Conduct the role plays for the situations given.

-Do 🗸

Situation 1

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

-Say 痛

De-brief:

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

-Do 🗸

Role Play – Situation 2

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

Say S

De-brief:

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

-Do 🗸

Role Play – Situation 3

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

-Say 🔓

De-brief:

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

Do 🗸

Role Play – Situation 4

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

Say 🔓

De-brief:

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

Do

Role Play – Situation 5

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

Say 뎗

De-brief:

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

Role Play – Situation 6

Do

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

-Say [ຊ

De-brief:

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

-Do 📐

Role Play – Situation 7

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

Say 🔓

De-brief:

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

Explain

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

Do 🗸

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

-Activity 🛞

Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

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

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

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

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

-Summarize 🔎

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

Unit 5.4.4: Work Readiness – Terms and Terminology

-Unit Objectives 🛛 🚳

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

Identify basic workplace terminology

-Resources to be Used

- Participant Handbook
- Chart papers, blank sheets of paper and pens

-Ask

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

Say 뎙

• Let's start this unit with an activity.

-Team Activity 🛃

Workplace terminology

• This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say 뎙

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

Ask ask

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

Say 🔓

• Let's now continue the activity.

-Team Activity 🙀

Terms and Terminology

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

Part 2

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

Activity De-brief

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

-Do 🗸

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

Say 🔓

• Let's go ahead with the activity.

-Team Activity 🙀

Terms and Terminology

• The activity continues with the same group members.

Part 3

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

Activity De-brief

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

-Do 🗸

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



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



Unit 5.5: Understanding Entrepreneurship

Key Learning Outcomes

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

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

Unit 5.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/types of enterprises)

-Unit Objectives 🛛 🚳

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

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

-Resources to be Used 🔗

• Participant Handbook

Say 🔓

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

-Team Activity 🙀

Quiz Questions

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

-Do 🗸

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

-Ask ask

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

Say 뎗

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

Summarize 度

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

-Notes for Facilitation

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

Unit 5.5.2: Leadership and Teamwork

-Unit Objectives 🛛 🎯

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

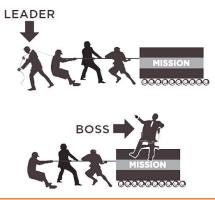
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

-Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

Do

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



Say 뎙

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

Say 뎗

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

-Ask

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

-Say 痛

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

-Ask ask

• Do you consider yourself a team player?

-Team Activity 比

Long Chain

• This is a group activity.

-Do 📐

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

Say Say

De-brief:

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

Say 🔓

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

Summarize 🔎

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

Unit 5.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives 🏻 🎯

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

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

-Resources to be Used 🖉

• Participant Handbook



Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

-Ask 💽

De-brief questions:

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

Say 5

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

-Say 뎗

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

Ask ask

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

Say 뎗

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

Do 🗸

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

-Activity 2 😥

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask (ask)

De-brief question:

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

-Say 뎙

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

-Activity 3 🔅

Elevator Pitch:

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

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

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

Do 🗸

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

-Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 - 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

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

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

-Summarize 🔎

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

Unit 5.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

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

Resources to be Used 💣

• Participant Handbook

Ask a

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

Say Sa

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

-Ask 🔤

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

-Say 🔓

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

Team Activity 🙀

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
- Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
- 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
- 3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 🗸

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

Say 뎗

De-brief questions:

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

Ask as

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

-Say 🔓

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

-Ask (ask)

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

Say 뎙

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

-Summarize 🔎

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

-Activity

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

Do 🗸

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

Ask ask

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

Say 뎗

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

Ask a

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

Say 🔓

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

Say 뎙

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

-Role Play 🟹

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

Do 🗸

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

-Summarize 🎾

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

Unit 5.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives 🏼 🎯

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

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

-Resources to be Used 🖉

- Participant Handbook
- Blank sheets of paper
- Pens

-Ask

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

Say 🔓

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

Do 🗸

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

Activity

Do your SWOT analysis

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

-Do 🗸

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

-Ask

De-brief questions:

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

-Summarize 📜

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

Unit 5.5.6: Entrepreneurship Support Eco-System

- Unit Objectives 🛛 🎯

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

- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used 💣

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

Ask ask

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

Say 뎙

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

Ask 💽

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

Say 🔓

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

Team Activity 🛃

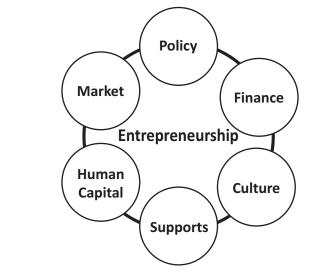
Making a poster showing the entrepreneurship support eco-system.

-Do 🗸

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

Activity De-brief

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



-Ask

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

Say 🔓

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

Team Activity

· Presentation on key schemes to promote entrepreneurs

Do 🗸

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

Activity De-brief

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

Summarize

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

Unit 5.5.7: Risk Appetite & Resilience



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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens and marker pens

Ask

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

Example

Let's have a look at these two examples:

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

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say 뎗

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

Say 🔓

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

- Team Activity 🙀

Risk Appetite

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

Activity De-brief

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

Do 🗸

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

Ask ask

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

-Example

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

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

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

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

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

Say 🔓

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

Team Activity 🛃

Entrepreneurship and Resilience

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

Activity De-brief

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

Do 🗸

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

Summarize 🔎

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

Unit 5.5.8: Success and Failures



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

- Recall entrepreneurial success stories
- Discuss how to deal with failure

-Resources to be Used 💣

• Participant Handbook

Ask ask

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

-Example

Let's have a look at this example.

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

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

-Say 뎙

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

-Ask

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

Say 뎙

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

Role Play 😴

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

Do 🗸

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

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

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

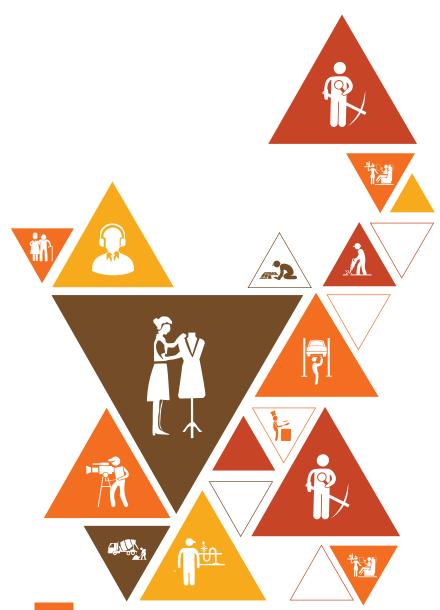
Conducting the activity

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

-Summarize

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

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Unit 5.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

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

Unit 5.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

- Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers, markers pens, blank sheets of paper

- Ask

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

- Example <table-cell>

• Let's have a look at this example.

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

Say 🔓

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

Team Activity

Market Study

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

Activity De-brief

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

Do Instruct the participants that this is group work. Divide the class into small groups of 4 or 6. • Give each group a chart paper. Tell the participants that they have to start their own tuition centre. Give the participants 10 minutes to discuss and write the research work they need to do. Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit. Sav By opening a tuition centre you are offering a service. Ask (ask) What factors will you keep in mind before opening it? Say Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook. Sav 2 Let's learn about the 4Ps of Marketing with the help of an activity. Team Activity 🙀 **4 Ps of Marketing** • This is a group activity.

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

Activity De-brief

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

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class

- 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

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

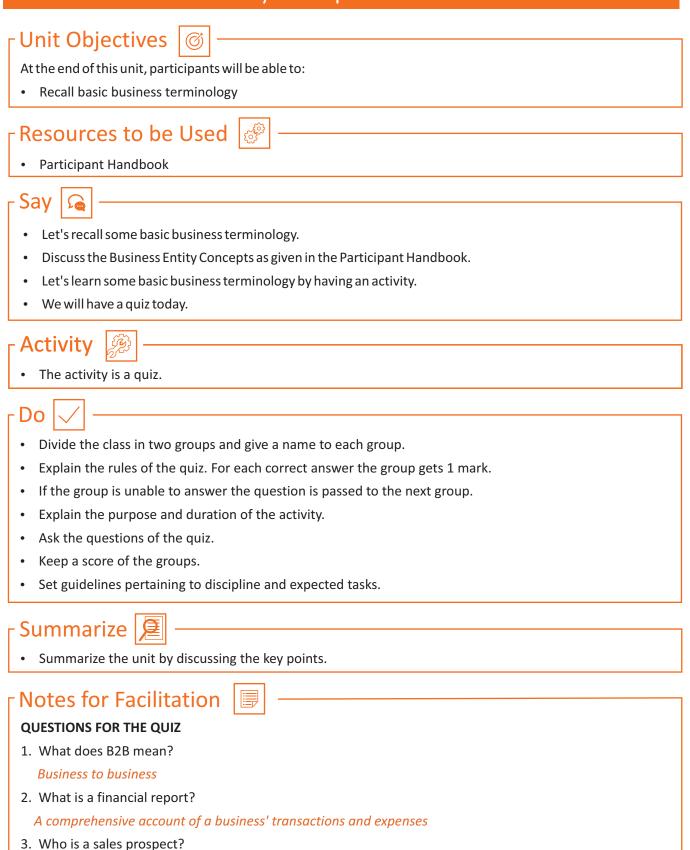
Say Say

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

Summarize |

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

Unit 5.6.2: business Entity Concepts



A potential customer

4. How is working capital calculated? Current assets minus current liabilities

5	5. What is an estimation of the overall worth of a business called?
	Valuation
6	5. You are buying a house. What type of transaction is it?
	Complex transaction
7	7. How will you calculate the net income?
	Revenue minus expenses
8	8. How is Return on Investment expressed?
	As percentage
9	How will you calculate the cost of goods sold?
	Cost of materials minus cost of outputs
1	0. What is revenue?
	Total amount of income before expenses are subtracted.
1	1. What is a Break-Even Point?
	This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
1	2. What is the formula used to calculate simple interest?
	A = P(1 + rt); R = r * 100
1	3. What are the three types of business transactions?
	Simple, Complex and Ongoing Transactions
1	4. The degrading value of an asset over time is known as
	Depreciation
1	5. What are the two main types of capital?
	Debt and Equity

Unit 5.6.3: CRM & Networking

- Unit Objectives 🏻 🎯

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

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

Resources to be Used

Participant Handbook

· Ask 🔤

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

Say 뎗

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

Do

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

Team Activity 🙀

Case Study Analysis

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Say 뎗

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

-Do 🗸

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

Say 뎗

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

Activity

Group Discussion

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

Summarize 🗴

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

Unit 5.6.4: Business Plan: Why Set Goals?

- Unit Objectives 🏼 🎯

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

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

Resources to be Used

- Participant Handbook
- Chart papers, blank papers, marker pens, ruler

- Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say 🔓

• Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

- Ask

• As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

- Do 🗸

• Ask few participants to share their business ideas.

Ask ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say Say

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

Team Activity 🙀

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.

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

MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

-Say 뎗

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

Say 뎙

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

Do 🗸

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

Say โม

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

Summarize

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

Notes for Facilitation

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

Unit 5.6.5: Procedures and Formalities for Bank Finance

Unit Objectives 🎯

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

Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample ٠

- Ask (ask

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

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - Bootstrapping: Also called self-financing is the easiest way of financing
 - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business. •
 - Angel investors: Individual or group of investors investing in the company
 - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - Bank loans: The most popular method in India.
 - Microfinance Providers or NBFCs
 - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

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

Summarize 😫

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

- 1. Audited financial statements of the business concern for the last three years
- 2. Provisional financial statements for the half year ended on
- 3. Audited financial statements of associate concern/s for the last three years
- 4. Copy of QIS II for the previous quarter ended on _____
- 5. Operational details in Annexure I
- 6. CMA data for the last three years, estimates for current year and projection for the next year
- 7. Term loan/DPG requirements in Annexure II
- 8. List of machinery in respect of machinery offered as security in Annexure III
- 9. Additional details for export advances furnished in Annexure IV
- 10. Property statements of all directors/partners/proprietor/guarantors
- 11. Copies of ITAO of the company for the last three years
- 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
- 13. Copies of certificate from banks and financial institutions certifying the latest liability with them
- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

Unit 5.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

• Discuss how to manage their own enterprise

Resources to be Used

• Participant Handbook

- Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say 🔓

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say Sa

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

Say Sa

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity 🛃

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 🔎

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

Unit 5.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

-Unit Objectives 🎯

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

· List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used 🧬

- Participant Handbook
- Blank sheets of paper
- Pens

Ask ask

Why do you want to become an entrepreneur?

Say ᡗ

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize 🔎

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

Notes





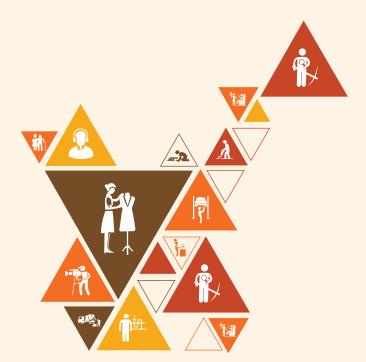
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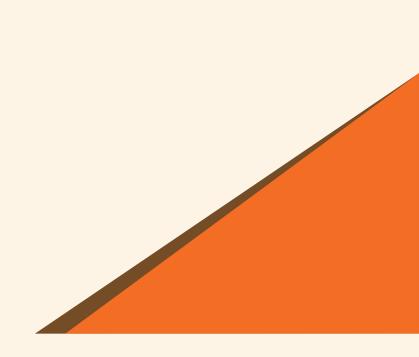
Transforming the skill landscape



6. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria





Annexure I

Training Delivery Plan

Training Delivery Plan						
Program Name:	Assistant Carpenter – Woo	den Furniture				
Qualification Pack Name & Ref. ID	FFS/Q0103, V1.0					
Version No.	1.0 Version Update Date 12-07-2017					
Pre-requisites to Training (if any)	understanding)	Preferably equivalent to 5th (Normal literacy of reading, writing and understanding) 0-1 year of experience relevant experience preferred				
Training Outcomes	 The assistant carper of his Job Role: Get of the assistant carp potential and prost The assistant carp & materials: Effect and equipment rel Assistance in furnit Maintain the work of handling tools, etc Maintain Environn and safety measur safety relevant to c Work effectively v 	n, the participants will be about the participants will be about the participants will be about the participant of the participant of the participant of the participant of the part of th	ain understanding o role, importance furniture industry, n the industry tools, equipment the specified tools e making efficiently ppropriate method work area versed with health ty and equipment			

Sr No.	Module Name	Session Name	Sescion Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1	Bridge Module	Introduc- tion	 Introduction of J ble Work and responsibility of Assistant Carpenter- Wooden Furniture Scope of Assistant Carpenter in Furniture Industries 	-	Classroom lecture/ PPT session	Comput- er, black/ white- board, marker, chalk, duster, projector	Theory 08:00 Hours Practical 00:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
2	Under- standing of the organ- izational context	Organi- zational context	 Expectations from the job role Responsibilities of the job role Knowledge and understanding of the rules, codes, guidance and standards, policies, manuals, rules and regulation of the organization The typical points of contact, in the organization, in case of queries and problems Understanding of the escalation matrix in the organization 	FFS/N0104	Classroom lecture/ PPT session	Comput- er, black/ white- board, marker, chalk, duster, projector	Theory 08:00 Hours Practical 00:00 Hours
3	Mainte- nance of work area, tools and machines		 Safe use of Materials, Tools, machine, hardware, etc. Maintain a clean and hazard free working area Maintain tools equipment and consumables Safe storage of all tools Safe use of sharp edge tools Correct Tools Handling method (special sharp edge tools) Always do Practical work in working Bench 	FFS/N8501	Classroom lecture/ PPT session	Measure- ment Tools, Plan- ning Tools, Sawing Tools, Marking Tools, Chipping Tools, Holding Tools, Boring Tools, Fill- ing Tools, Supportive Tools	Theory 04:00 Hours Practical 04:00 Hours
4	Ensuring health and safety at workplace	Health and Safety	 Introduction and application of Personnel Protective Equipment- Safety Goggles, Safety Shoes, Ear Protec-tor/ Muff, Face Mask Safe working environment Hazards and potential risks- sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material, etc. Waste disposal system 	FFS/N8601 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15 PC16, PC17, PC18	Classroom lecture/ PPT session	Personnel Protective Equipment (PPE)	Theory 08:00 Hours Practical 00:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Correct Body posture while working Safety measure of Tools, Power Tools, machine, equipment, etc. Safety measure of Materials, Hardware and fittings, chemicals, etc. 				
5		Dealing with Emer- gencies	 Introduction and usage of Fire Extinguisher -Types of Fire Extinguisher, class of fire Know the Hazard/risk in workshop Introduction and use of First Aid Box in case of emergencies 	FFS/N8601 PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32	Classroom lecture/ PPT session	Fire Extin- guisher, First Aid Box	Theory 08:00 Hours Practical 00:00 Hours
6	Work effectively with others	Interac- tion with Seniors	 Follow escalation matrix Follow the instructions of Seniors (Supervisor, Lead Carpenter) Clear your doubt related to work from Supervisor/ Lead Carpenter Coordinate and cooperate with colleagues/Senior Display courteous behavior and Respond politely to customer queries and team members 	FFS/N8801 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PPT session		Theory 08:00 Hours Practical 00:00 Hours
7	Work ef- fectively		 Follow timeline and quality standards Work as per customers Budget Minimize waste of materials at workplace Follow organizational policies and procedures Writing Skill Communication Skill (Oral and /Writing) Team Work 	FFS/N8801 PC9, PC10, PC11, PC12, PC13, PC14	Classroom lecture/ PPT session		Theory 08:00 Hours Practical 00:00 Hours
8		Work As- sessment	 Gain an understanding of the nature of work Summarise the importance of timeliness List work requirements 	FFS/N8801 PC15, PC16, PC17, PC18, PC19, PC20, PC21	Classroom lecture/ PPT session		Theory 2:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Practical: Practise documentation in given formats Prepare sketches as per requirements 		Practical demonstration	Measure- ment tools, testing tools, and technical drawings	Practical 6:00 Hours
9	furniture g planning v	Wood, En- gineered wood and Laminate	 Types of woods-soft wood and hard wood, properties Types of Engineered Wood-Block board, Ply wood, MDF, Particle Boards-how, why and where to use it Types of Laminates- Veneer, laminate sheets- how, why and where to use it 	FFS/N0104	Classroom lecture/ PPT session	Solid wood- soft& hard wood, Block Board, wood ply, MDF, Lami- nate sheet, Veneer, etc.	Theory 06:00 Hours
			 Practical: Familiarize the hard wood and softwood in practical skill Lab Familiarize Plywood, Block Board, MDF, Particle Board, etc. in practical skill Lab Familiarize Laminates, Veneers, etc. and their properties from the original demo /Samples 	FFS/N0104	Practical demonstration	Solid wood- soft& hard wood, Block Board, wood ply, MDF, Lami- nate sheet, Veneer, etc.	Practical 02:00 Hours
10		Types of Shapes	 Introduction of shape: Circle, Triangular, square, right angle, Pentagon, etc. 	FFS/N0104	Classroom lecture/ PPT session		Theory 08:00 Hours
11	F T C u f	Types of Furniture	Types of Furniture- Indore and outdoor			Furniture Catalogue	Theory 02:00 Hours
			 Practical: Familiarize indoor and outdoor Furniture 			Furniture Catalogue	Practical 06:00 Hours
12		Technical Drawing used in furniture	• Types of Drawing- Elevation, Plan, 3D and 2D, Section, etc.	FFS/N0104	Classroom lecture/ PPT session	Furniture drawing Catalogue	Theory 01:00 Hours
		works	 Practical: Read and study the all drawings (Plan, 2D/3D, elevation, section) from the samples/ demo drawings 	FFS/N0104	Practical demonstration		Practical 07:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
13	Measure- ment and calcula- tions	 Measurement -Types of measurement systems- FPS and MKS Calculations - Plus, Minus, multiply, divide, etc. in both measurement system 	FFS/N0104	Classroom lecture/ PPT session	Measure- ment tools, marking tools	Theory 02:00 Hours	
			 Practical on skill lab - Measure length, width, and thickness and marking on wooden panel Calculate (minus, plus, multiply, divide) 2and 3-digit number 	FFS/N0104	Practical demonstration		Practical 06:00 Hours
14	Assistant in making Furniture	Manual and Elec- tric Tools used in wooden furniture	Introduction to Power Tools- Electric Planer, Electric Drill Machine, Electric Circular saw, Electric Router, Jig saw, Sand-er	FFS/N0105	Classroom lecture/ PPT session	Power Tools- Plan- er, Router, Circular saw, Jig saw, Sand- er, Empact Drill Ma- chine	Practical 01:30 Hours
			Practical on skill lab:- recognize, feature and function of all power tools	FFS/N0105	Practical demonstration		Practical 01:00 hours
15			 Introduction of Manual Tools- Measurement Tools- Measurement Tape, Steel Rule, Calipers Planing Tools: - Jack Plane, smoothing Plane, Spoke Shave, Compass Plane Marking Tools- Pencil, Marking Knife, Marking Thread Striking /Hammering Tools: - Cross Peen Hammer, Mallet Sharpening Tools: - Oil Stone, Triangular Files Drilling Tools: - Hand Drill, Flat Drill Bit, Center Point drill bit set, Hinges boring drill bits 	FFS/N0105	Classroom lecture/ PPT session/ Practical demonstration	Measure- ment Tools, Planing Tools, Saw- ing Tools, Saw- ing Tools, Saw- ing Tools, Tools, Chipping Tools, Hold- ing Tools, Hold- ing Tools, Fill- ing Tools, Supportive Tools	Theory 00:30 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Cutting/sawing Tools:- Hand Saw, Compass Saw, Tenon saw, Coping saw Chipping Tools: - Firmer Chisel, Bevel Chisel, Mortise Chisel Testing Tools: - Try Square, Mitre Square, Sprit Level, Water Level Pipe Holding Tools: - T Bar Clamp, G Clamp, etc. Miscellaneous Tools: - Screw driver, pincer, nail Punch 				
			Practical on skill lab: - Demonstrate the Marking Tools, Measurement Tools, Planing Tools	FFS/N0105	Practical demonstration		Practical 02:00 hours
			Practical on skill lab:- Demonstrate the Striking /Hammering Tools, Sharpening Tools, Drilling Tools, Holding Tools	FFS/N0105	Practical demonstration		Practical 01:00 hours
			Practical on skill lab:- Demonstrate the Cutting/Sawing Tools, Chipping Tools, Testing Tools, Miscellaneous Tools	FFS/N0105	Practical demonstration		Practical 02:00 hours
			Internal Assessment - T - P	heory Assessme Practical Assessr			
16		Hardware and Acces- sories	 Types of Nails, Types of Screw- Slotted Head, Philips Head, Positives Head Types of Hinges- butt hinges, Auto closing Hinges (0 crank, 9.5 crank, 16 crank) Types of Drawer Chenal/Runner: - Telescopic, Bottom Mounted, Under mounted, etc. Types of Handle: - Cabinet Handle, Door handle, Knob PVC Edge 	FFS/N0105	Classroom lecture/ PPT session	Acces- sories, Hard- ware and fittings Drawer Channels/ Runner, Handle Hammering Tools, Bor- ing tools, Drill Ma- chines, Drill Bits, Screw Driver,	Theory 01:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			Types of lock - Mortice Lock, Multipurpose lock, etc.			Mallet, Firmer& mortise chisel, Locks, PVC Edge Band- ing Tape Roll	
			 Practical on skill Lab: - Fix and un fix all screws on woods/panels Fix hinges on door/ cabinet shutter Apply the runner/ channels on drawer Apply handle and locks on door/cabinet shutter Apply pvc edge banding tape on panel `edge 	FFS/N0105	Practical demonstration		Practical 7:00 Hours
17		Wooden Joint	 Types of Joints- Lengthen Joint-scarf Joint, Width wise Joint- tongue and groove Framing Joint-Mortise and Tenon, Half lap joint, Bridle Joint, Dado Joint etc. Box Joint- Butt Joint, finger joint, Dovetail Joints etc. 	FFS/N0105	Classroom lecture/ PPT session	Measure- ment Tools, Plan- ning Tools, Saw- ing Tools, Testing Tools, Chip- ping Tools, Hold- ing Tools, Boring Tools, Fill- ing Tools, Supportive Tools Solid Wood, PPE	Theory 01:00 Hours
			 Practical: Demonstrate the Lengthen and width wise joint (Joint making process, use and application of Joints) 	FFS/N0105	Practical demonstration		Practical 03:30 Hours
			 Practical: Demonstrate the Framing and Box joint (Joint making process, use and application of Joints) 	FFS/N0105	Practical demonstration		Practical 03:30 Hours
18		How to mark wood/pan- el as per technical drawing	 Marking on wood/ panels/laminates as per required measurement joints, design, shape etc. 	FFS/N0105	Practical demonstration	Mark- ing and Measure- ment tools, wood, penal, Laminates, etc.	Practical 8 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
19		How to cut / saw wood/ panels/ laminates with man- ual tools / Power Tools	 Cross cut and Rip cutting of the wood, Panels cutting method Laminates cutting method 	FFS/N0105	Practical demonstration	Cutting and Measure- ment tools, wood, penal, Laminates, etc.	Practical 8 Hours
20		How to assemble the pan- els/woods	 Assemble the wood/ penal with Nail, screw, dowels, biscuits 	FFS/N0105	Practical demonstration	Striking Tools, Boring Tools, Drill machine, screw driver, assembling materials	Practical 8 Hours
21		Testing	 Testing of furniture- Measurement, accuracy, Hardware & fittings, Quality, Proper movement and working of Drawer, doors, hardware and fittings 	FFS/N0105	Practical demonstration	Testing Tools, Measuring tools, etc.	Practical 08:00 Hours
22		Trimming and finish- ing work	• Trimming work with smoothing plan, files, Electric Sander	FFS/N0105	Practical demonstration	Planning tools, elec- tric sander, etc.	Practical 08:00 Hours
23		Furniture Making Process	 Furniture making process-Center Table, Cabinet with Drawer and Shutter, Chairs etc. 	FFS/N0105	Practical demonstration	Measure- ment Tools, Planing	Theory 01:00 Hours
			 Practical work (process of making wooden table, Cabinet with drawer and shutter Follow the Step (if make wooden table, chair etc. Study the technical Drawing) Arrange the required tools and materials as per technical drawing Arrange the PPE o Planing and gauge wood (Leg, Rail, etc.) as per required measurement /size with face marking 	FFS/N0105	Practical demonstration	Measure- ment Tools, Planing Tools, Sawing Tools, Test- ing Tools, Test- ing Tools, Hold- ing Tools, Hold- ing Tools, Hold- ing Tools, Fill- ing Tools, Supportive Tools, Solid wood, Block Board,	Practical 01:30 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Marking on wood for joints Make joints Part 1 (example Mortise) 			MDF, Wood Ply, Laminate sheets,	
24			 Make joints Part 2 (example Tenon) Check the joint measurement as per technical drawing before joining/ assembling Assemble the joints/ different components Laminate pressing if required Sanding, finishing process 	FFS/N0105	Practical demonstration	adhesive, Nails, Screw, Hinges, Drawer channels etc.	Practical 01:30 Hours
25			 Follow the Step (if make Cabinet with drawer and shutter et) Study the technical Drawing) Arrange the required tools and materials as per technical drawing Arrange the PPE Cut the panel (Top, Bottom Side Panels) as per required measurement Check the panels measurement, trim it if exceed the measurement Assemble all panels for making box/Carcase 	FFS/N0105	Practical demonstration	Measure- ment Tools, Planing Tools, Sawing Tools, Test- ing Tools, Chipping Tools, Hold- ing Tools, Hold- ing Tools, Boring Tools, Fill- ing Tools, Supportive Tools, Solid wood, Block Board,	Practical 02:00 Hours
26			 Check all measurement (length, width, depth, diagonal) as per required measurement after joining/assembling Press the laminate sheet /veneer if required (Cover the edge with PVC Edge Banding Tape Make Drawer with Runner Make and fix the shutter to the cabinet with Hinges (Auto closing hinges or butt hinges) Attach and fix all hardware and fittings finishing process 	FFS/N0105	Practical demonstration	MDF, Wood Ply, Laminate sheets, adhesive, Nails, Screw, Hinges, Drawer channels, etc.	Practical 02:00 Hours

Sr No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
Internal Assessment - Theory Assessment - Practical Assessment							
			Total Duration				Theory Duration 108:00 Practical Duration 132:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Assistant Carpenter – Wooden Furniture				
Job Role Assistant Carpenter – Wooden Furniture				
Qualification Pack	FFS/Q0103			
Sector Skill Council Furniture and Fittings				

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
6	To pass the Qualification Pack , every trainee should score a minimum of 50% in aggregate
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable		Tatal	otal Out lark Of	Marks Allocation	
Outcomes	Assessment Criteria for Outcomes	Mark		Theory	Skills Practical
FFS/N0104 (Assist in furniture	PC1. understand the nature of work & requirement in terms of style, shape, design pattern, dimensions etc. and detailing of work needed on furniture from the supervisor		15	3	12
planing and organizing work	PC2. get clarity on the timelines before work initiation		7	1	6
to meet expected	PC3. assist in compliance to all the required documentation		10	2	8
outcome)	PC4. assist in preparing sketches as per requirements of the customer in case of absence of such drawing/sketch and seek requisite approvals	100	11	2	9
	PC5. support in selecting and gathering the appropriate tools and equipment's needed for making of furniture such as hammer, saw, circular saw ,chisel, measuring tape, driller machine ,measuring tape, planing tools (e.g. electric planer, hand plane) ,sanding tools (e.g. sand paper, belt sander) etc.		13	3	10
	PC6. collect the wood raw material and all hardware materials (e.g. nails , adhesives etc.) needed and assist in undertaking procurement if in shortage, post supervisor approval		12	2	10
	PC7. check if the required tools and equipment's /machines/ other materials are in proper working condition		10	2	8

Assessable Outcomes	Assessment Criteria for Outcomes	Total	Out	Marks Allocation		
		Mark	Out Of	Theory	Skills Practical	
	PC8. assist the lead/supervisor in identifying any shortage or defect in raw materials and raising a request if any specific tool/equipment is needed for the work		12	3	9	
	PC9. arrange /place the raw materials and tools in an appropriate manner to have enough space to work and seek supervisor guidance if needed		10	2	8	
		Total	100	20	80	
FFS/N0105 (Assist in furniture making)	PC1. study all the technical drawings and help in marking on the wood as per the dimensions in the drawing using try- square, scriber, etc.	5 5 100 6 5 5 5 5 5 5 5	6	1	5	
	PC2. cut the wood as per the specified measurements using appropriate tools and equipment's. E.g. hand saw, table saw, circular saw, chisels, cutter machine etc.		7	1	6	
	PC3. check that the cut components are in line with the design specifications		5	1	4	
	PC4. assist in giving a shape to the furniture component e.g. round or oval etc., as per the drawing using appropriate tools and run a planer over the wooden surface. Tools e.g. saw, hand router, rasp, file, hand plane, electric planer, spoke shave etc.		7	1	6	
	PC5. place the cut components in an appropriate manner		5	1	4	
	PC6. assist in marking and making provision for joineries on wooden components and facilitate joining by using adhesive, nail or screws		5	1	4	
	PC7. cut laminate/veneer sheet to size in case stated in design and paste with adhesive on the surface of furniture		5	1	4	
	PC8. assist in placing the furniture components/parts according to the drawing and as required for joining		4	1	3	
	PC9. assemble the components using joinery and ensuring correct fit and secure them in position by using hardware like screws, nails, dowel ,adhesives etc.		6	1	5	
	PC10. assist in covering all the open edges using tape or putty etc.		5	1	4	
	PC11. support in smoothening all the wooden surfaces using sanding tools. E.g sand paper, belt sander, orbital sander etc. and polishing if needed and finishing it to required specifications		5	1	4	
	PC12. smoothen the component or repair/replace the parts as needed for an old structure, as per seniors guidance received		3	1	2	
	PC13. assist in gathering all the hardware fittings that are required to be fitted onto the furniture basis the design. E.g. door and cabinet hinges, latches, drawer sliding channels etc.		5	1	4	
	PC14. put markings on the furniture and using appropriate tools fasten /place the fittings at the required place. Tools e.g. drill machine, hammer etc.		8	2	6	
	PC15. support in checking for overall accuracy and quality in terms of measurements, fitting of assembled parts, rigidity, steadiness, levelling etc.		6	1	5	

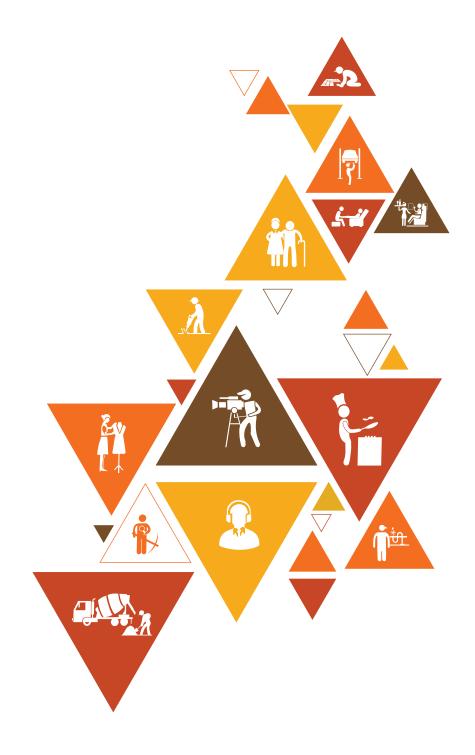
Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation		
				Theory	Skills Practical	
	PC16. rectify if any defects are found or incorporate if any improvement feedback is received		5	1	4	
	PC17. wipe the furniture to remove any dust etc.		4	1	3	
	PC18. gather all the tools and remove from the site		4	1	3	
	PC19. remove all the debris from the site and clean the work area in accordance with organization policy		5	1	4	
		Total	100	20	80	
FFS/ N 8601 Ensure health	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1	
and safety at workplace	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2	
	PC3. check the worksite for any possible health and safety hazards		3	1	2	
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment	100	3	1	2	
	PC5. ensure safe handling and disposal of waste and debris		3	0	3	
	PC6. identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.		3	1	2	
	PC7. undertake first aid activities in case of any accident, if required and asked to do so		3	0	3	
	PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.		3	0	3	
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3	
	PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices		4	2	2	
	PC11. handle all required tools, machines , materials & equipment safely		4	2	2	
	PC12. adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings		3	0	3	
	PC13. take safety measures while handling glass, heavy wood, materials, chemicals etc.		3	0	3	
	PC14. apply good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/ disposal of waste products, protect surfaces		3	2	1	
	PC15. report accident/incident report to authorised personal		3	1	2	
	PC16. perform basic safety checks before operation of all machines, tools and electrical equipment		3	2	1	
	PC17. follow recommended material handling procedure to control damage and personal injury		3	1	2	

Assessable Outcomes		Total	Out	Marks Allocation	
	Assessment Criteria for Outcomes	Mark	Of	Theory	Skills Practical
	PC18. follow safe working practices at all times		3	1	2
	PC19. follow appropriate procedure in case a of fire emergency		3	1	2
	PC20. follow electrical safety measures while working with electrically powered tools & equipment		4	2	2
	PC21. follow agreed work location procedures in the event of an emergency or an accident		3	1	2
	PC22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		3	1	2
	PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)		4	1	3
	PC24. comply with restrictions imposed on harmful chemicals inside work area during working hours		3	0	3
	PC25. correctly demonstrate rescue techniques applied during fire hazard		3	0	3
	PC26. demonstrate good housekeeping in order to prevent fire hazards		3	0	3
	PC27. demonstrate the correct use of a fire extinguisher		3	2	1
	PC28. demonstrate how to free a person from electrocution		3	1	2
	PC29. respond promptly and appropriately to an accident situation or medical emergency		3	0	3
	PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work		3	0	3
	PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids andgases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)		3	1	2
	PC32. state methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors		3	3	0
		Total	100	30	70

Accoscoble	Assessment Criteria for Outcomes	Total	Out	Marks Allocation	
Assessable Outcomes		Mark	Out Of	Theory	Skills Practical
FFS/N8501 Maintain work	PC1. handle materials, machinery, equipment and tools safely and correctly		8	4	4
area, tools and machines	PC2. use correct handling procedures		8	4	4
machines	PC3. use materials to minimize waste		8	4	4
	PC4. prepare and organize work		8	4	4
	PC5. maintain a clean and hazard free working area		8	4	4
	PC6. deal with work interruptions		8	4	4
	PC7. maintain tools equipment and consumables		8	4	4
	PC8. work in a comfortable position with the correct posture	100	8	4	4
	PC9. use cleaning equipment and methods appropriate for the work to be carried out		8	4	4
	PC10. dispose of waste safely in the designated location		8	5	3
	PC11. store cleaning equipment safely after use		7	3	4
	PC12. ensure safe and correct handling of materials, equipment and tools		7	3	4
	PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3
		Total	100	50	50
FFS/N8801 Work effectively	PC1. seek assistance from supervisor or any such appropriate authority as and when required		3	1	2
with others	PC2. ask questions and seek clarifications on work tasks whenever required	100	3	1	2
	PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		5	5	0
	PC4. identify and report any possible deviations to appropriate authority		3	1	2
	PC5. address the problems effectively and report if required to immediate supervisor appropriately		5	2	3
	PC6. receive instructions clearly from superiors and respond effectively on the same		3	1	2
	PC7. follow escalation matrix in case of any grievance		6	4	2
	PC8. accurately receive information and instructions from the supervisor related to one's work		5	3	2
	PC9. coordinate and cooperate with colleagues to achieve work objectives		5	0	5
	PC10. display courteous behaviour at all times		5	0	5
	PC11. respond politely to customer queries and other team members		5	1	4
	PC12. follow work place dress code		5	0	5
	PC13. keep work area in a tidy and organized state		5	0	5
	PC14. adhere to time lines and quality standards		5	2	3
	PC15. follow organizational policies and procedures		4	4	0
	PC16. share information with team wherever and whenever required to enhance quality and productivity at work place		5	2	3

Assessable Outcomes		Total	Out Of	Marks Allocation	
	Assessment Criteria for Outcomes	Mark		Theory	Skills Practical
	PC17. work together with co-workers in a synchronized manner		6	0	6
	PC18. communicate with others clearly, at a pace and in a manner that helps them to understand		6	3	3
	PC19. show respect to other and their work		5	0	5
	PC20. display active listening skills while interacting with others at work		5	0	5
	PC21. demonstrate responsible and disciplined behaviors at the workplace disciplined behaviors: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.		6	0	6
		Total	100	30	70







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