



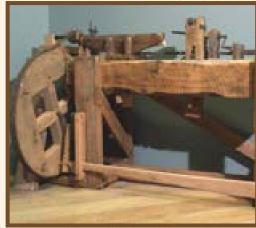




Facilitator Guide







Sector Furniture and Fittings

Sub-Sector Wooden Furniture

Occupation
Production-Wooden Furniture

Reference ID: FFS/Q0104, Version 1.0

NSQF level: 4

Lead
Carpenter
Wooden
Furniture

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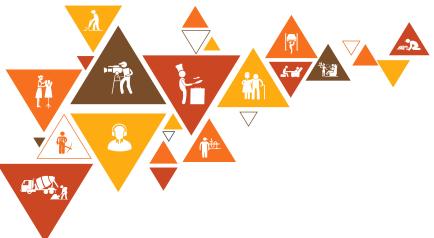
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Skilling is building a better India.
If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi Prime Minister of India



Acknowledgements -

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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 for Lead Carpenter- Wooden Furniture (Options : Lock Installer) is primarily designed to facilitate skill development training of persons who want to become Lead Carpenter.

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

It includes the following National Occupational Standards (NOSs)-

- FFS/N0106 Plan and organize wood work to meet expected outcome
- FFS/N0107 Make furniture
- FFS/N8601 Ensure health and safety at workplace
- FFS/N8501 Maintan work area, tools and machines
- FFS/N8801 Work effectively with others
- FFS/N5703 Carry out lock installation activities
- FFS/N5704 Perform lock repairing and servicing

Post this training, the participant will be able to perform their task as a Lead Carpenter- Wooden Furniture.

We hope that this Facilitator Guide provides a sound learning support to our young friends to build an attractive career in the Furniture & Fittings industry.

Symbols Used ____



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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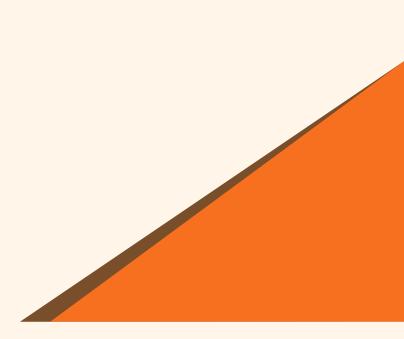




Furniture & Fittings Sector in India

- Unit 1.1 The Scope of the Furniture & Fittings Industry
- Unit 1.2 The Training Program
- Unit 1.3 The Roles and Responsibilities of a Lead Carpenter





Key Learning Outcomes



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

- 1. Discuss the Indian furniture industry, growth drivers, and market structure
- 2. Identify the employment opportunities in the industry
- 3. Evaluate the benefits of the training program
- 4. Discuss various types of carpentry
- 5. Define the roles and responsibilities of a lead carpenter
- 6. Analyse the career progression of a lead carpenter
- 7. Assess the essential skills of a carpenter

Unit 1.1: The Scope of the Furniture & Fittings Industry

Unit Objectives 6



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

- Discuss an overview of the furniture industry in India
- Assess the key growth drivers in the furniture industry
- Analyse the market structure of the industry
- Evaluate the employment opportunities in the industry

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the program will give us a clear idea regarding the overview of the program and the furniture and fittings industry.



Good day and very warm welcome to the training program "Lead Carpenter - Wooden Furniture".



Ask the trainees the following questions:

- What are your expectations from this training program?
- Why, according to you, does lead carpentry require special training?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following points:

- The market size and sub-sectors of the furniture & fittings industry in India
- The structure of the Indian furniture market
 - o The domestic furniture market
 - o The commercial furniture market
- The employment opportunities in the Indian furniture industry



Let us now participate in an activity to know the scope of the furniture and fitting industry in India and the structure of the Indian furniture market.

Activity



- The activity will be in the form of a 'show and tell session'
- Place a few pieces of furniture in the classroom
- Ask random trainees to identify the furniture and name its use

Activity	Time	Resources
Show and tell	30 minutes	Pens, notebooks, whiteboard and markers



- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

- Notes for Facilitation 🗐



- Ask the trainees if they have any queries/doubts
- Encourage other trainees to answer those and boost peer learning in the class
- Answer all the queries/doubts raised by the trainees in the class
- Ask them to answer the questions given in the participant handbook
- Ensure that trainees can answer most questions

Unit 1.2: The Training Program

Unit Objectives 6

- By the end of this unit, the trainees will be able to:
- Summarise the objectives of the training program
- Comply with the ground rules of attending the training

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the training program and its objective.

Ask (ask)



Ask the trainees the following questions:

- Does a lead carpenter need to have basic training? Why?
- Can anyone mention what kind of training is required to become a lead carpenter?

Elaborate



In this session, discuss the following points:

- An overview of the training program
- Objectives of the training program
- Ground rules for the trainees participating in the program



Let us now familiarise ourselves with the overview of the program and objectives of the program.

- Divide the trainees in two groups
- Instruct the first group to explain the objectives of the training program
- Instruct the second group to explain the ground rules of the training program
- Ask the groups to gauge one another's performance

Activity	Duration (approx.)	Resources to be used
Summarise	30 mins	Pen, notebook, writing pad, marker, etc.

- Make sure that all the trainees are active participants
- Encourage each group as they perform the activity
- Watch carefully and enquire if the trainees require any support from you
- Use words of encouragement

- Notes for Facilitation 🗏



- Ensure that the trainees understand how crucial the job roles and responsibilities are
- Check, if the terms and ideas are understood, by all, through activities
- Ask them if they have queries regarding the session

Unit 1.3: The Roles and Responsibilities of a Lead Carpenter

Unit Objectives 6

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

- Discuss the requisites of carpentry work
- Summarise the importance of carpentry work
- Define the job roles of a lead carpenter
- List the responsibilities of a lead carpenter
- Evaluate the skills essential for a lead carpenter

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the different roles and responsibilities of a lead carpenter.

Ask ask



Ask the trainees the following questions:

- Why do we need a lead carpenter?
- What are the basic skills required to become a lead carpenter?
- What is the difference between a carpenter and a lead carpenter?

Elaborate



In this session, discuss the following points:

- The meaning of carpentry
- Types of carpentry
 - o Rough carpentry
 - o Finish carpentry
- Definition of lead carpenter
- The responsibilities of a lead carpenter
- The lead carpenter's workplace
- Skills and qualities of a lead carpenter
- Career path of lead carpenter

Say



Let us now participate in an interesting activity to know about the meaning and types of carpentry.

Activity



- Divide the class into three groups
- Each group will be given three different topics on which they have to prepare charts
- Group A will prepare a chart on the types of carpentry
- Group B will prepare a chart on the responsibilities of a lead carpenter
- Group C will prepare a chart on the skills and qualities of a lead carpenter
- The group, which can present their chart in the best way, will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Chart Paper Presentation	1 hour	Notebook, pen, marker

Do



- Encourage that all craft materials are provided to the trainees
- Ensure that the materials are not wasted
- Ask trainees to return unused materials after the activity
- Discourage trainees to litter the classroom with waste paper
- Encourage the trainees to help each other

– Notes for Facilitation 🗏



- Enquire if the trainees are aware of the different types of carpentry
- Enquire if the trainees are aware of what a lead carpenter does
- Enquire if the trainees are aware of the responsibilities, skills, and qualities of a lead carpenter
- The career path of a lead carpenter should be clarified to the trainees

Answers to Exercises for PHB

Unit-1.2

Choose the correct answer-

- d) All of above
- b) Wood furniture
- c) Home

Unit-1.3

Choose the correct answer -

- d) a and b
- d) All of above
- c) Check vehicles in a complex
- c) Iron gate
- d) All of above









2. Understanding the Organizational Context/Company/Employer

Unit 2.1 - Knowledge of Wood and Other Materials Used in the Organisation

Unit 2.2 - Tool Planning and Material Gathering in the Organisation





Key Learning Outcomes



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

- 1. Discuss the properties of wood and other materials
- 2. Use various carpentry tools, machines, and equipment
- 3. Demonstrate the process of maintaining the work area, tools, and machines

Unit 2.1: Knowledge of Wood and Other Materials Used in the Organisation

Unit Objectives 6



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

- Discuss the properties of wood
- Analyse the types, natural characteristics of wood
- Analyse the grain patterns of wood
- Identify the types of hardwood and softwood
- Evaluate plywood, boards and other materials for carpentry
- Define the methods of sawing

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will provide the trainees with an overview of the types of wood and its characteristics.

Ask



Ask the trainees the following questions:

- Why do we need wood?
- Can you see this table and chair? Can you tell if these are made of the same type of wood?
- What are the natural characteristics of wood?

Elaborate |



In this session, discuss the following points:

- Wood the most popular material used for furniture
- Structure of wood
- Types of wood
- Natural characteristics of wood and some common natural grain patterns

- Natural defects of wood
- Seasoning or drying defects of wood
- Conversion of wood
- Types of hardwood and their characteristics
- Types of softwood and their characteristics
- Manufactured wood
- Other materials



Let us now perform an activity that will help us identify the different characteristics of wood.

Activity 2



- Ask the trainees to discuss the characteristics of wood individually
- Capture each response on the blackboard
- Utilise this opportunity to introduce a few essential characteristics
- Ask the trainees to note down pointers from the blackboard that they may find relevant
- Ask the trainers to put forth the queries and confusions in their minds in case they have any
- Ensure to giving appropriate answers to the queries placed by the trainees
- At the end of the session, the trainees will be appreciated with accolades

Activity	Duration (approx.)	Resources to be used
Know your wood	2hours	Pen, notebook, writing pad, etc.



- Instruct trainees to highlight the characteristics of hardwood and softwood
- Ask trainees to summarise the benefits of using hardwood over softwood and vice versa

Notes for Facilitation



- Enquire if the trainees are aware of the structure of wood
- Enquire if the trainees can compare different types of wood
- Enquire if the trainees know about the natural characteristics of wood
- Find out if the trainees can identify various defects in wood
- Ensure that the trainees can identify the type of wood from its characteristics

Unit 2.2: Tool Planning and Material Gathering in the Organisation

Unit Objectives 6

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

- Identify the hand tools used in furniture making
- Identify the power tools used in furniture making

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will provide the trainees with an overview of the tools and machines used for furniture making.



Ask the trainees the following questions:

- Why do we need wood?
- Can you see this table and chair? Can you tell if these are made of the same type of wood?
- What are the natural characteristics of wood?

Elaborate |



In this session, discuss the following points:

- Different types of tools and machines
- **Measuring Tools**
- Marking tools
- Planing tools
- Cutting tools
- · Chipping tools
- Boring and drilling tools
- Testing tools

- **Holding tools**
- Other helping tools
- Power operated tools



Let us now perform an activity where we come to know about the different types of tools used in furniture making.



- Ask individual trainees to list different types of tools used in furniture making
- Ask the trainees to prepare the list in tabular format on A4-sized sheets
- Check the work after the trainees submit their work
- Praise the trainees for their effort

Activity	Duration (approx.)	Resources to be used
List-making	2hours	A4 size paper, pen, ruler, notebook, etc.



- Encourage the trainees to work without scribbles
- Ask them to draw the table with the help of the rulers provided
- Ask trainees to return excess sheets of paper and ruler after the activity
- Explain what needs to be done and repeat instructions, if required
- Appreciate each trainee for active participation

- Notes for Facilitation



- Make the trainees summarise the different types of hand tools and power-operated tools
- Ask them if they can list the characteristics of hand tools
- Ask them if they can list the different types of power-operated tools

Answers to Exercises for PHB

Unit-2.1

Choose the correct answer-

- 1. c) Walnut
- 2. d) Pinewood
- 3. d) Fiber glass sheet
- 4. d) MDF
- 5. d) All of above
- 6. First one- Blockboard

Second one-Chipboard

Third one- Plywood

Unit- 2.2

Choose the correct answer:

- 1. d) Handsaw
- 2. d) Wing Compass
- 3. a) Chisel
- 4. c) Tenon Saw
- 5. d) Zig Saw
- 6. d) a and b
- 7. d) All of above
- 8. c) Keeping oil
- 9. b) Smoothing plane











3. Maintenance of Work Area, Tools and Machines

Unit 3.1 - Safety and Maintenance of Tools

Unit 3.2 - Safety and Maintenance of Workshop





Key Learning Outcomes



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

- 1. Operate tools, machines, and equipment safely
- 2. Perform maintenance operations at the workshop
- 3. Demonstrate the steps of sharpening a straight cutting edge, a gouge, and a handsaw
- 4. Discuss various types of carpentry

Unit 3.1: Safety and Maintenance of Tools

Unit Objectives 6



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

- Demonstrate various methods of maintaining hand and power tools
- Implement various techniques of handling hand and power tools safely
- Practise sharpening straight cutting edges, gouges, and handsaws

Resources to be Used



- Blackboard
- Chalks
- Duster
- Measuring tools
- **Cutting tools**

Note



This session will provide the trainees with an overview of the methods of maintaining and handling different hand and power tools and sharpening straight cutting edges, gouges, and handsaws.

Ask



Ask the trainees the following questions:

- Why do you need to maintain carpentry tools?
- What do you mean by "power tools"?
- Can power tools be maintained in the same manner as hand tools? Why?

Elaborate



In this session, discuss the following points:

- Importance of maintenance of tools
- Safety and maintenance of tools
- Sharpening of cutting edges
- Steps of sharpening a straight cutting edge
- Steps of sharpening a gouge
- Steps of sharpening a handsaw



Let us now perform an activity, which will teach us different methods of sharpening.

Activity



- Divide the class into three groups A, B, and C
- Ask group A to list the steps of sharpening a straight cutting edge
- Ask group B to list the steps of sharpening a Gouge
- Ask group C to list the steps of sharpening a handsaw
- Evaluate all groups' performance
- Declare one group the winner after evaluation
- Ask any one trainee from the winning group to summarise all the points discussed

Activity	Duration (approx.)	Resources to be used
Listing the steps	2 hours	Notebook, pen, writing pad, marker, etc.



- Allow the trainees to study the handbook before the activity
- Encourage them to write without scribbles
- Encourage an ambience of healthy competition

Notes for Facilitation



- Enquire if they know about the importance of maintenance of tools
- Ask the trainees to collect information regarding the safety and maintenance of tools
- Ak trainees to summarise the steps of sharpening a straight cutting edge, a gouge, and a handsaw

Unit 3.2: Safety and Maintenance of Workshop

Unit Objectives 6



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

- Demonstrate the process of organising and cleaning the workshop
- Manage proper storage of wood, ply board, etc.
- Practise ways of reducing waste
- Demonstrate proper waste disposal techniques

Resources to be Used



- Blackboard
- Chalks
- Duster
- Measurement tape
- Steel rule
- Zigzag rule
- Folding rule
- Pencil
- Marking knife
- Marking thread
- Cross peen hammer
- Mallet
- Jack plane
- Smoothing plane
- Block plane
- Compass plane
- Spoke shave
- Oil stone
- Triangular file
- Hand saw
- Compass saw
- Coping saw
- Tri-square
- Mitre square
- Spirit level
- Water level pipe
- Firmer/bevel chisel
- Mortise chisel
- T bar clamp

- G clamp
- Circular saw
- Jig saw
- Planner
- Router
- Drill machine

- Note



This session of the programme will give the trainees an overview of the proper waste disposal techniques.

Ask ask



Ask the trainees the following questions:

- What is the importance of organising and cleaning?
- What are the different methods of reducing waste?

Elaborate |



In this session, discuss the following points:

- Benefits of an organized and clean workshop
- Keeping a workshop organized
- Keeping a workshop clean
- Waste handling



Let us now perform an activity that will teach us the benefits of keeping a wood workshop neat, clean, and organised.

Activity



- Divide the class into four groups A, B, C, and D
- Ask group A to jot down the benefits keeping a wood workshop neat, clean and organized
- Ask group B to list the things a wood workshop should not have
- Ask group C to list the conditions necessary for wood to be stored
- Ask group D to list the types of waste generated in a wood workshop
- Evaluate on the basis of group performance

Activity	Duration (approx.)	Resources to be used
Listing activity	2 hours	Pen, notebook, writing pad, marker



- Instruct the trainees to complete the activity and clean the work area
- Make the trainees understand the various colour codes for waste bins
- Provide inputs on how the cleaning activities could have been better
- Watch the activity carefully and jot down points in the whiteboard that you think important.

Notes for Facilitation



- Enquire if the trainees are aware of the benefits of an organized and clean workshop
- Ask the trainees to summarise the best practices of keeping a workshop organised and clean
- Ask them if they are aware of the meaning of waste bin colour codes

Answers to Exercises for PHB

Unit-3.1

- 1. d) a and c
- 2. b) 450
- 3. d) All of above
- 4. d) a and c
- 5. d) All of above

Unit-3.2

- 1. d) All of these
- 2. d) a and c
- 3. d) All of these
- 4. d) a and b









4. Ensuring Health and Safety at Workplace

Unit 4.1 - Dealing with Potential Hazards

Unit 4.2 - Personal Protective Equipment (PPE)

Unit 4.2 - Personal Protective Equipment (PPE)





Key Learning Outcomes



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

- 1. Compare risks and hazards
- 2. Classify hazards
- 3. Practise dealing with potential hazards
- 4. Use personal protective equipment
- 5. Practise personal hygiene measures

Unit 4.1: Dealing with Potential Hazards

Unit Objectives 6



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

- Identify potential hazards and risks at workshop or site
- Practise dealing with potential hazards and risks
- Practise preventive measures to minimize the potential hazards and risks
- Practise treating common injuries by giving first-aid

Resources to be Used



- Blackboard
- Chalks
- Duster
- Masks
- safety glasses
- Ear muffs
- Safety footwear
- Gloves
- Aprons
- First aid
- Different types of fire extinguisher

Note



This session of the programme will give the trainees an overview of the potential hazards at the workshop and practise preventive measures



Ask the trainees the following questions:

- Do you think risks and hazards are the same?
- Which is more dangerous hazard or risk?
- Can you name a few hazards you see in the classroom?
- What can be the causes of falls and cuts?

Elaborate



In this session, discuss the following points:

- Potential hazards at the workshop
- Causes and prevention of slips, trips, falls and cuts, eye injury, electrical shocks, personal injury, fire, etc.
- Types of fire extinguishers
- How to use fire extinguishers
- Impact of wood dust
- Noise
- Safety precautions and measures
- · Administering first-aid
- · Dealing with accidents
- Treating minor injuries

Say



Let us perform an activity that will require us to list various hazards at the workplace, their causes and preventive measures.

Activity



- Divide the trainees in three groups
- Instruct the first group to prepare a chart on the causes of slips, trips and falls at workplace
- Instruct the second group prepare a poster for different preventive measures that should be undertaken at the workplace
- Instruct the third group to prepare a scrapbook on the causes of cuts
- The group, which can present their answers in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Craft your answer	2hours	Chart paper, pen, notebook, marker, etc.

Do 🗸

- Clarify the difference between chart, poster, and scrapbook
- Ensure that the trainees are provided with the craft items
- Ask trainees to dispose of the waste procured during the activity in designated bins
- Watch the activity carefully and jot down points in the whiteboard that you consider important
- You will scrutinise the work of each group



- Enquire if the trainees are aware of the potential hazards at the workshop
- Enquire if the trainees are aware of the causes of slips, trips, falls and cuts
- Ask the trainees if they know about the different types of injuries likely to occur in carpentry assignments
- Check the trainees' prior knowledge of fire extinguishers and ways of extinguishing fire
- Explain why the trainees need to know how to treat minor injuries

Unit 4.2: Personal Protective Equipment (PPE)

Unit Objectives 6



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

Demonstrate the correct use of PPE

Resources to be Used



- Blackboard
- Chalks
- Duster
- Masks
- Safety glasses
- Ear muffs
- Safety footwear
- Gloves
- Aprons
- First aid
- Different types of fire extinguisher

Note



This session of the programme will give the trainees an overview of the types of personal protective equipment used in carpentry work.



Ask the trainees the following questions:

- What are personal protective equipment?
- Why are PPE so important for carpenters?

Elaborate



In this session, discuss the following points:

- Definition and importance of personal protective equipment
- Types of personal protective equipment
- Maintaining and storing PPE





Let us perform an activity that will teach us, in detail, about the criteria of selecting, ways of selecting, and methods of using PPE.

Activity

- Divide the class into three groups
- Instruct the first group to name a few personal protective equipment (PPE) based on their prior knowledge
- Instruct the second group to list the different types of personal protective equipment
- Instruct the third group to write down how personal protective equipment should be stored and maintained
- The group, which can present their answers in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Summarise	2 hours	Chart paper, pen, notebook, writing pad, etc.



- Ask the trainees to recapitulate the unit from the handbook provided
- Watch the activity carefully and jot down important points on the whiteboard
- You will scrutinize the work of each group



- Ensure that the trainees know the uses of personal protective equipment
- Check if they know about the types of personal protective equipment
- Enquire if they know how to maintain and store PPE

Unit 4.3: Personal Health and Hygiene

Unit Objectives 6



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

- Summarise the importance of maintaining personal health and hygiene
- Practise maintaining a clean and hygienic personal appearance and health
- Practise healthy habits to stay away from diseases

Resources to be Used



- Blackboard
- Chalks
- Duster
- Masks
- Safety glasses
- Ear muffs
- Safety footwear
- Gloves
- **Aprons**
- First aid
- Different types of fire extinguisher

- Note



This session of the programme will give the trainees an overview the importance of personal hygiene



Ask the trainees the following questions:

- What are the common hygiene practices?
- How should one keep oneself fit?

Elaborate |



In this session, discuss the following points:

- importance of personal hygiene
- Wash your hands
- Good hygiene practices
- Keep yourself fit
- · Eat healthy food
- Avoid bad habits
- AIDS/HIV awareness



Let us perform this activity to understand the importance of personal hygiene.

Activity



- In this activity, divide the class into three groups
- Instruct the first group to write on the importance of personal hygiene
- Instruct the second group to list the good hygiene practices
- Instruct the third group to write about the ways to keep fit
- When everybody completes the given task, ask them to swap the write-ups with each other

Activity	Duration (approx.)	Resources to be used
Exchange	2 h a	Chart names non nataback writing and ata
your ideas	2 hours	Chart paper, pen, notebook, writing pad, etc.



- Explain the importance of hygiene for carpenters
- Discuss the need for AIDS/HIV awareness before the activity
- Jot down the crucial points on the whiteboard as the trainees speak
- Share your inputs and insight, to encourage the trainees and add to what they talk about
- Ensure that all trainees participate in the class



- Enquire if the trainees know about the importance of personal hygiene
- Enquire if the trainees are aware of the good hygiene practices
- Ask the trainees to avoid bad habits

Answers to Exercises for PHB

Unit-4.1



1



2



3.



Unit-4.2

- 1. d) None of these
- 2. d) All above
- 3. d) a & c









5. Dealing with Emergencies

Unit 5.1 - Responding to Emergency Situations





Key Learning Outcomes



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

- 1. Demonstrate the process of handling emergency situations
- 2. Summarise things to be done during emergency situations

Unit 5.1: Responding to Emergency Situations

Unit Objectives 6



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

- Assess emergency situations
- Demonstrate the process of handling emergency situations

Resources to be Used



- Blackboard
- Chalks
- Duster
- Masks
- Safety glasses
- Ear muffs
- Safety footwear
- Gloves
- Aprons
- First aid
- Different types of fire extinguisher

- Note



This session of the programme will give the trainees an overview of emergency situations at the workplace and how to handle such situations.

Ask ask



Ask the trainees the following questions:

- What should be done during emergency situations?
- What can be the types of emergencies that can be faced at wood work places?

Elaborate



In this session, discuss the following points:

- Definition of emergency
- · Categories of emergency
- Ways of handling emergency situations
- Things to do during emergencies



Let us perform this activity to understand the ways to handle different emergency situations



- Divide the trainees in three groups
- Instruct the first group to enact a play on handling fire outbreak
- Instruct the second group to enact a scenario where an electrocuted victim is getting rescued
- Instruct the third group to enact the things to do during emergency evacuations

Activity	Duration (approx.)	Resources to be used
Role-play	2hours	Pen, notebook, marker, white board, etc.



- Encourage the trainees to actively participate in the activities
- Appreciate trainees for their active participation
- Encourage the trainees to demonstrate teamwork
- While each group performs, note down your observations and share them later



- Enquire if the trainees can identify and assess the severity of emergency situations
- Enquire if they know the proper ways of handling emergency situations

Answers to Exercises for PHB

Unit-5.1

- 1. a) A road accident
- 2. a) A road accident
- 3. b) Automatic extrusion defibrillator











6. Interaction with Seniors

Unit 6.1 - Seeking Assistance and Clarification





Key Learning Outcomes



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

- 1. Summarise the importance of seeking assistance and clarification from seniors
- 2. Demonstrate the process of seeking assistance and clarification from seniors
- 3. Discuss various types of carpentry

Unit 6.1: Seeking Assistance and Clarification

Unit Objectives 6



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

Summarise the importance of seeking assistance from seniors

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the importance of seeking assistance and clarification at work.

- Ask



Ask the trainees the following questions:

- Why should assistance be sought at carpentry workshops?
- Why is it necessary to seek clarification at carpentry workshops?

Elaborate



In this session, discuss the following points:

- The importance of seeking assistance
- The process of seeking clarification on work
- The ways of receiving accurate information and instructions from the supervisor



Let us perform an activity that will help us analyse the importance of seeking assistance and clarification at the workshop.

- Divide the trainees in three groups
- Instruct the first group to write down the importance of seeking assistance
- Instruct the second group to write about the importance of seeking clarifications on work
- Instruct the third group to write about the importance of receiving accurate information and instructions from the supervisor
- The group which can present their answers in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Summarise	2hours	Sheets of paper, pen, notebook, writing pad, marker

- Ask the trainees to visualise what would they do if they require assistance in real-life scenarios
- Enquire if the trainees would try resolving things on their own or seek clarification from others in such scenarios
- Encourage peer discussion in the class



- Enquire if the trainees know about the importance of seeking assistance
- Ask the trainees to seek clarification on work
- Ask the trainees to receive accurate information and instructions from the supervisor

Answers to Exercises for PHB

Unit-6.1

- 1. d) None of these
- 2. b) Why did the supervisor not assign you your favourite project?











7. Work Effectively with Others

Unit 7.1 - Communication Skills

Unit 7.2 - Working in an Organization





Key Learning Outcomes



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

- 1. Evaluate the importance of communication
- 2. Identify the methods of communication
- 3. Practise effective communication
- 4. Describe the hierarchy and escalation process
- 5. Comply with organisational rules
- 6. Evaluate the importance of team work
- 7. Practise completion of work on time
- 8. Analyse the importance of professional skills

Unit 7.1: Communication Skills

Unit Objectives 6



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

- Evaluate the importance of communication
- Identify the methods of communication
- Demonstrate skills of communicating effectively

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the different methods of communication.



Ask the trainees the following questions:

- What is the importance of communication for carpenters?
- What would happen if a carpenter detects defects in wood and does not inform the same to the team?
- Which one is better speaking or listening? Why?
- What are the most common ways of communication?

Elaborate



In this session, discuss the following points:

- Defining communication
- Methods of communication
- Verbal communication
- Written communication
- Non-verbal communication
- Electronic communication
- Active listening
- Reading

Let us now participate in an interesting activity to familiarise with the different methods of communication.

Activity



- In this activity, you will divide the class into two groups
- Instruct the first group to play the game of "Dumb Charades"
- Instruct the second group to play the game of "Chinese Whisper"

Activity	Duration (approx.)	Resources to be used
Fun game	2 hours	Whiteboard, marker, writing pad, etc.



- Explain that the first game is aimed at bringing out the importance of non-verbal communication
- Explain that the second game is aimed at bringing out the importance of active listening and barriers of communication
- Make sure they complete the given task on time



- Enquire if the trainees are aware of the different methods of communication
- Formulate more fun games to boost trainees' participation in the class

Unit 7.2: Working in an Organization

Unit Objectives 6



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

- Discuss the hierarchy and escalation process
- Comply with rules and procedures of an organisation
- Summarise the importance of team work
- Manage work on time

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the health, safety and security policies, organisational hierarchy and escalation



Ask the trainees the following questions:

- Why do we need health, safety and security policies?
- How should work be planned and managed?

Elaborate



In this session, discuss the following points:

- Health, safety, and security policies
- Organization hierarchy and escalation
- Working in a team
- Planning and managing the work
- Work schedule and time management
- Ways of solving problems
- Ways of making the right decision
- The importance of updating skills and knowledge



Let us now participate in an interesting activity to know about the importance of health, safety and security policies in carpentry work and workshops.

Activity

- Divide the trainees in three groups
- Instruct the first group to list the odd numbers from 1 to 200 in the least possible time
- Ask the second group to prepare a house of cards in the least possible time
- Make the third group solve a riddle (provided by you) in the least possible time

Activity	Duration (approx.)	Resources to be used
Fun game	2 hours	Sheet of paper, a pack of cards, riddles, pen, marker, writing pad, etc.



- Explain that all three activities are aimed at explaining the importance of finishing work on time
- Highlight a few examples of carpentry tasks that consume a lot of time
- Share a few time management tips for carpentry work



- Enquire if the trainees are aware of health, safety and security policies
- Ask if the trainees are aware of organization hierarchy and escalation
- Ask the trainees to work in a team
- Encourage the trainees to plan and manage work
- Instruct the trainees to work as per schedule and manage time

Answers to Exercises for PHB

Unit-7.1

- 1. a) Verbal
- b)Written
- c)Non-verbal
- d)Electronic
- 2. b) Phone conversation
- 3. d) All of these

Unit-7.2

Choose the correct answer –

- 1. d) All of above
- 2. d) None of above
- 3. d) All of above











8. Work Assessment & Planning for Making the Wooden Furniture

Unit 8.1 - Basic Mathematical Skills

Unit 8.2 - Measuring and Calculating the Wood

Unit 8.3 - Technical Drawing



Key Learning Outcomes



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

- 1. Perform requisite measurements at work
- 2. Interpret technical drawings

Unit 8.1: Basic Mathematical Skills

Unit Objectives 6



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

- Identify basic methods of calculation
- Identify the different shapes
- Calculate area and perimeter of different shapes

Resources to be Used



- Blackboard
- Chalks
- Duster
- Measurement, tools
- Testing tools
- Technical drawings

Note



This session of the programme will give the trainees an overview of the importance of mathematics and different methods of calculation

Ask ask



Ask the trainees the following questions:

- What is the importance of mathematics?
- What are the basic methods of calculation?

Elaborate



In this session, discuss the following points:

- Importance of mathematics
- Methods of calculation
- Basic shapes
- Calculation of perimeter
- Calculation of circle
- Calculation of area
- **Angles**



Let us now participate in an interesting activity to know about the importance of mathematics and different methods of calculation

Activity

- Divide the class into three groups
- Ask the groups to cut out a square, a rectangle, and a circle, respectively from cardboards provided to
- Instruct the groups to find out the areas and perimeters of all three shapes and jot down on three sheets of paper
- Clap for the group that comes out with the most accurate results

Activity	Duration (approx.)	Resources to be used
Calculation	2 hours	Craft materials (rulers, pairs of scissors, etc.), pen, marker, writing pad, etc.



- Ask trainees to mark dimensions clearly on the respective cardboards
- Make them recapitulate the formulae to be used in all three cases
- Try promoting peer-learning by the activity



- Enquire if the trainees know about the importance of mathematics
- Enquire if they know about the different methods of calculation
- Enquire if they can identify basic shapes
- Enquire if they know how to calculate perimeter, area, etc. of different shapes

Unit 8.2: Measuring and Calculating the Wood

Unit Objectives 6



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

- Evaluate the importance of measurement
- Identify the different systems of measurement
- Practise reading a ruler by using both systems
- Demonstrate various methods of calculating the quantity of the wood

Resources to be Used



- Blackboard
- Chalks
- Duster
- Measuring tools
- Testing tools
- Technical drawings

- Note 🗏



This session of the programme will give the trainees an overview of systems of measurement



Ask the trainees the following questions:

- What is measurement?
- What are the systems of measurement?

Elaborate



In this session, discuss the following points:

- Define measurement
- Systems of measurement
- Reading of a ruler in fps system
- Reading of a ruler in metric system
- Guide table for unit conversion
- Measuring the wood
- Calculating the quantity of the wood

- Running meter/running foot
- Square meter/square foot
- Cubic meter/cubic foot
- Measuring method in metric (M.K.S) system
- Method of measurement in British (FPS) system



Let us now participate in another interesting session for gaining an understanding of different systems of measurement.

Activity

- In this session, the trainees will participate individually
- Ask the trainees to find out the volume of a wood block in cubic metre, if the length of the block is 3 meters, width is 12 centimetres and height is 7 centimetres

Activity	Duration (approx.)	Resources to be used
Calculation	1 hour	Wooden block, pen, marker, writing pad, etc.

- Avoid rushing while a trainee tries making the calculation
- Explain, in case of doubt, the formula to be used
- Encourage peer discussion in the class



- Enquire if the trainees know what measurement is
- Enquire if they know about different systems of measurement
- Ask if they are aware of the fact that the block is cuboidal

Unit 8.3: Technical Drawing

Unit Objectives 6

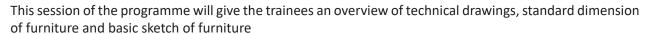
By the end of this unit, the trainees will be able to:

- Interpret the technical drawings
- Identify the standard dimension of furniture
- Design basic sketch of furniture

Resources to be Used



- Blackboard
- Chalks
- Duster
- Measuring tools
- **Testing tools**
- Technical drawings





- What is technical drawing?
- What are the standard dimensions of furniture?

Elaborate |



In this session, discuss the following points:

- Define technical drawing
- Lines
- Symbols
- Floor plans
- Orthographic or working drawings
- Isometric drawings
- Sectional drawings and assembly drawings
- Schedules





Let us now participate in an interesting demonstration session for getting an idea about the standard symbols used in technical drawings.

Activity

- Take the trainees to the lab
- Divide the class into five groups
- Provide each group with a drawing illustrating a floor plan
- Ask each group to identify each floor plan and label the diagrams

Activity	Duration (approx.)	Resources to be used
Lab session	2 hours	Floor plans, pen, marker, marker, sketch pen, etc.

- Remind trainees that they should not tear or crumple the floor plans
- Ask the trainees to use light pencils, and not pens, to label the floor plans
- Demonstrate the process of labelling drawings and plans

Notes for Facilitation



- Ask the trainees if they can remember the steps of interpreting technical drawings
- Enquire if the trainees know about the standard dimensions of furniture
- Check if they can design the basic sketches of furniture

Answers to Exercises for PHB

Unit-8.1

Solve the following sums –

8,6,5,4,9,7

Choose the correct answer-

- 1. d) All of above
- 2. b), 4
- 3. d) 3
- 4. Second diagram











9. Cutting, Shaping and Inspection of the Wood

Unit 9.1 - Furniture and Other Woodwork

Unit 9.2 - Preparation – Marking, Cutting, Shaping, and Trimming





Key Learning Outcomes



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

- 1. Perform woodwork as required
- 2. Demonstrate marking, cutting, shaping, and trimming operations

Unit 9.1: Furniture and Other Woodwork

Unit Objectives 6



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

- Identify furniture and its purpose
- Identify different types of furniture
- Identify the other woodwork carried out by the carpenters

Resources to be Used



- Measurement tools
- Marking tools
- Striking tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories
- Hardware and fittings

Note



This session of the programme will give the trainees an overview of the types of furniture – for storing, for home, for offices, etc.

Ask



Ask the trainees the following questions:

- Can anyone mention some furniture used for storing?
- Can anyone mention some furniture used at offices?

Elaborate



In this session, discuss the following points:

- Define furniture
- Types of furniture classified by materials
- Types of furniture classified by its usage
- Standard dimensions for furniture design



Let us now perform an activity, which will help us know about the different types of furniture.

Activity



- Divide the trainees in three groups
- Ask the first group to list the types of furniture used for seating
- Ask the second group to list the types of furniture used for entertainment
- Ask the third group to list the types of furniture used for working
- The group that present their answers in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Listing activity	2hours	A4 sheets, pen, marker, writing pad, etc.



- Explain that the lists must be devoid of scribbles and overwriting
- Ask trainees to return extra sheets of paper after the activity

Notes for Facilitation



- Enquire if the trainees know what furniture is
- Ask if the trainees can classify furniture based on usage
- Assure if the trainees are aware of the standard dimensions for furniture design

Unit 9.2: Preparation – Marking, Cutting, Shaping, and Trimming

Unit Objectives 6



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

- Design the dimensions on the wood piece using different methods
- Practise cutting the wood on marked lines using handsaw and power saw
- Demonstrate the process of smoothening wood using hand planers and power-operated planers
- Inspect the quality (level, smoothness, flatness, etc.) of ready wood work pieces

Resources to be Used



- Measurement tools
- Marking tools
- Striking tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories
- Hardware and fittings

Note



This session of the programme will give the trainees an overview of the methods of measuring and marking the wood.

Ask



Ask the trainees the following questions:

- How can wood be measured?
- How can wood be marked?
- Do you measure before marking? Or the reverse? Why?

Elaborate



In this session, discuss the following points:

- Steps of preparing the wood workpieces
- Measuring and marking the wood
- Steps of marking a straight line- methods 1 and 2
- Steps of testing the accuracy of tri-square
- Steps of marking a circle/arc using compass
- Steps of marking a circle/arc using trammel heads
- Steps of drawing irregular shapes on wood
- Steps of cutting wood
- Steps of cutting straight using hand saw
- Steps of cutting using compass saw
- Steps of cutting with the help of a table saw
- Steps of cutting with the help of a circular saw
- Steps of cutting with the help of a jigsaw
- Steps of cutting the gypsum board or drywall
- Jigs
- Steps of making a jig and cutting the workpiece
- Planing the wood
- Steps of planing the wood using hand plane
- Steps of planing the wood using power planer
- Steps of preparing a square wood workpiece
- Working with wood chisel
- Cutting edge geometry
- Steps of checking the square and flatness

Say



Let us perform an activity, which will teach us how to measure and mark wood.

Activity 28

- In this session, the trainees will work individually in the carpentry lab
- Tasks to be done by each trainee:
 - o marking a straight line
 - o testing the accuracy of try square
 - o drawing irregular shapes on wood

Activity	Duration (approx.)	Resources to be used
Lab session	2hours	Rulers, tri-squares, carpentry chalk, marker, writing pad, etc.

Do

- Explain the precautionary measures to be taken during the practical session
- Keep the ambience constructive and positive
- Appreciate each trainee for active participation

Notes for Facilitation



- Enquire if the trainees can prepare the wood work pieces
- Ask them to measure and mark the wood neatly
- Enquire if they know the different steps of marking and testing through different methods
- Check if they are aware of the steps of making a circle using different instruments
- Ask if they know how to draw irregular shapes on wood

Answers to Exercises for PHB

Unit-9,1

- 1. a) Wooden furniture
- b) Metal furniture
- c) Plastic furniture
- d) Glass furniture
- 2.a) Bench
- b) Sofa
- C) Bar stool
- d) Chair
- 3. a) Entertainment unit
- b) Conference table
- c) Reception table
- d) Cubicles
- 4. d) None of above
- 5. d) 6 feet 8 inches

Unit-9.2











10. Assembling the Different Components of the Furniture

Unit 10.1 - Woodworking Joints

Unit 10.2 - Fasteners and Other Fittings

Unit 10.3 - How to Make Basic Wooden Structures

Unit 10.4 - Finishing the Wooden Structure





Key Learning Outcomes



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

- 1. Design different types of wood working joints
- 2. Use fasteners like nails and screws
- 3. Apply the right adhesives for the right application
- 4. Identify different fittings used in furniture
- 5. Design wooden structure by joining different work pieces together
- 6. Practise rendering basic designs of chair, bed, cabinet
- 7. Apply the technique of pasting the veneer or laminate
- 8. Demonstrate the process of pasting veneer or laminate on wood board
- 9. Demonstrate the process of installing wooden and PVC edge bands
- 10. Apply hard putty to finish the surface of wood

Unit 10.1: Woodworking Joints

Unit Objectives 6



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

- Identify different types of woodworking joints
- Demonstrate the process of making woodworking joints
- Use the right joint for the right application

Resources to be Used



- Hand tools
- Measurement tools
- Marking tools
- Striking tools
- Planing tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories
- Hardware

Note



This session of the programme will give the trainees an overview of different woodworking joints.

- Ask



Ask the trainees the following questions:

- Have you ever seen a joint?
- Do you think carpentry is impossible without joints? Why?
- Can anyone state the usage of woodworking joints?

Elaborate



In this session, discuss the following points:

- Defining woodworking joints
- Miter joint
- Dovetail joint
- Finger joint
- Dado joint
- Half lap joint
- Rabbet joint
- Tongue and groove joint
- Bridle joint
- Mortise and tenon joint
- · Steps of making a mortise and tenon joint
- Other joints

Say



Let us perform an activity which will help us to know about different woodworking joints

Activity



- Divide the trainees in various groups
- Ask each group to prepare a wood working joint (one of each category)

Activity	Duration (approx.)	Resources to be used
Joint-making	2 hours	Wood pieces, cutting tools, marking tools, finishing tools, planing tools, marking chalk, pen, marker, writing pad, etc.

Do



- Provide each group with a carpentry kit comprising all requisite tools
- Provide each group with printed guidelines and sample joints
- Ask the groups to return the kits, guidelines, and sample joints after the practical
- Explain the hazards involved and the precautionary measures to be taken throughout the practical
- Help the trainees identify and correct their mistakes

- Notes for Facilitation



- Ask if the trainees know about woodworking joints
- Enquire if they are able to identify various joints at the first glance
- Check if they are aware of the steps of making mortise, tenon and other joints

Unit 10.2: Fasteners and Other Fittings

Unit Objectives 6

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

- Identify different nails and screws
- Identify the adhesives used in furniture
- Identify different types of hinges and channels
- Identify the hardware used in furniture

Resources to be Used



- Hand tools
- Measurement tools
- Marking tools
- Striking tools
- Planing tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories
- Hardware

- Note



This session of the programme will give the trainees an overview of different nails, screws, adhesives, hinges, channels, and hardware used in furniture.

Ask ask



Ask the trainees the following questions:

- Can anyone mention different types of nail and screws used to make furniture?
- What are the different types of hardware used in furniture?

Elaborate



In this session, discuss the following points:

- **Fasteners**
- Nails
- Screws
- **Fittings**
- Hinges
- Runner
- Sliding channel
- Plug fixings
- Accessories
- Door bolts (tower bolts)
- Locks
- Handles and knobs
- Catchers and stoppers
- Other accessories
- Adhesives



Let us now participate in an interesting practical activity for getting an idea about different nails and screws and types of hinges

Activity



- Take the trainees to a lab
- Divide them into two groups
- Provide the first group with different types of screws and ask them to label each one
- Provide the second group with different types of hinges and ask them to label the same as per different categories

Activity	Duration (approx.)	Resources to be used
Lab session	2 hours	Hand tools, measurement tools, marking tools, striking tools, planing tools, sharpening tools, sawing tools, testing tools, chipping tools, holding tools, and power tools

- Explain that adhesives and glues may be toxic and flammable
- Ask the trainees to read the "directions for use" label, behind adhesive containers, very carefully
- Discuss the precautionary measures to be undertaken during the practical
- Discuss remedies if someone accidentally consumes toxic glues and adhesives

– Notes for Facilitation 🗏



- Encourage the trainees to work on various assignments, hands-on, in the lab
- Remind them of the hazards associated with each type of carpentry tool used in the practical

Unit 10.3: How to Make Basic Wooden Structures

Unit Objectives 6



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

- Demonstrate the procedure of making a wooden structure
- Design basic wooden structures using different methods

Resources to be Used



- Hand tools
- Measurement tools
- Marking tools
- Striking tools
- Planing tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories and other hardware

- Note 🗏



This session of the programme will give the trainees an overview of the procedure of furniture-making.



Ask the trainees the following questions:

- What are the basic steps of making a furniture?
- What is a panel door?

Elaborate 4



In this session, discuss the following points:

- Procedure of making furniture
- Chaukaht of door (single rabbet chaukhat)
- Chaukaht of door (double rabbet chaukhat)

- Chaukaht of window
- Steps of making panel door
- Some door designs
- Steps of making the glass shutter of a cabinet
- Steps of making open shelves
- Making drawer
- Making round table
- Making bed

Say



Let us now perform an interesting activity that will teach us about the different steps of making furniture.

- Activity



- In the lab, divide the trainees in four groups
- Instruct the first group to make a panel door
- Instruct the second group to build the glass shutter of a cabinet
- Instruct the third group to construct open shelves
- Instruct the fourth group to make a drawer
- The group, which can do and present their work in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used
Furniture-making	2 hours	Hand tools, measurement tools, marking tools, striking tools, planing tools, sharpening tools, sawing tools, testing tools, chipping tools, holding tools, and power tools

Do



- Provide each group with a carpentry kit comprising all requisite tools
- Provide each group with printed guidelines and sample pieces of furniture (the ones to be made)
- Ask the groups to return the kits, guidelines, and sample furniture after the practical
- Explain the hazards involved and the precautionary measures to be taken throughout the practical
- Help the trainees identify and correct their mistakes

– Notes for Facilitation 🗐



- Ask if the trainees are aware of the steps of making a panel door
- Ask if the trainees can identify different door designs
- Determine if they know about the steps of making glass shutter of a cabinet
- Check if they know about the steps of making open shelves
- Enquire if they can demonstrate the steps of making a drawer, round table, and bed

Unit 10.4: Finishing the Wooden Structure

Unit Objectives 6



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

- Demonstrate the process of finishing an assembled wooden structure
- Practise pasting veneer or laminate on wood surface
- Demonstrate the process of finishing board edges by pasting

Resources to be Used



- Hand tools
- Measurement tools
- Marking tools
- Striking tools
- Planing tools
- Sharpening tools
- Sawing tools
- Testing tools
- Chipping tools
- Holding tools
- Power tools
- Accessories and hardware

- Note



This session of the programme will give the trainees an overview of the process of finishing an assembled wooden structure and steps of pasting veneer or laminate on wood surface.

- Ask



Ask the trainees the following questions:

- Can anyone state the importance of finishing assembled wooden structure?
- What are veneers and laminates?

Elaborate



In this session, discuss the following points:

- **Finishing**
- Steps of pressing two ply veneer sheets
- Matching veneer
- Steps of pressing decorative laminate
- Edge banding
- Steps of installing wooden edge banding
- Steps of installing PVC edge banding
- Post-forming
- Some reference designs for wood edging
- Inspecting the ready furniture
- Steps of applying hard putty



Let us now perform an important activity that will help us learn the pressing process and installing wooden edge bending.

Activity



- In the lab, divide the trainees in three groups
- Instruct the first group to demonstrate the steps of pressing two ply veneer sheets
- Instruct the second group to perform the steps of pressing decorative laminate
- Instruct the third group to install wooden edge banding

Activity	Duration (approx.)	Resources to be used
Lab session	2 hours	Hand tools, measurement tools, marking tools, striking tools, planing tools, sharpening tools, sawing tools, testing tools, chipping tools, holding tools, and power tools



- Remind the trainees that they must exercise caution to avoid breakage of ply veneer sheets during the pressing process
- Inform the trainees that they should avoid wearing loose clothes while installing wooden edge banding

Notes for Facilitation



- Enquire the trainees if they know about finishing
- Enquire the trainees if they know about the steps of pressing two Ply veneer sheets
- Enquire the trainees if they know about the steps of pressing decorative laminates
- Enquire the trainees if they know about the steps of installing wooden edge banding
- Enquire the trainees if they know about the steps of installing PVC edge banding
- Enquire the trainees if they know how to inspect the ready furniture
- Enquire the trainees if they know about the steps of applying hard putty
- Enquire the trainees if they know how to fix accessories

Answers to Exercises for PHB

Unit-10.1

- 1. d) Bridle joint
- 2. d) Finger joint
- 3. b) Dowel miter joint
- 4. a) Rabbet joint
- 5. a) Dado joint

Unit-10.2

- 1. c) Round head Screw
- 2. a) Cabinet
- 3. b) Incorrect
- 4. a) Correct

Unit-10.4

- 1. c) PVC edging
- 2. d) All of above
- 3. b) Apply hard putty
- 4. b) False
- 5. a) True











11. Review Post Completion

Unit 11.1 - Post-Completion Review





Key Learning Outcomes



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

- 1. Perform post-completion review
- 2. Modify your work based on post-completion review

Unit 11.1: Post-Completion Review

Unit Objectives 6



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

- Examine the furniture and fitting post-completion
- Practise onsite modifications and touch-up post-completion, if needed
- Demonstrate the process of cleaning the work area after completing work
- Implement the feedback provided by customers and the supervisor

Resources to be Used



- Blackboard
- Chalks
- Duster

Note



This session of the programme will give the trainees an overview of the methods of conducting postcompletion review.

Ask (as



Ask the trainees the following questions:

- How should work area be cleaned after completion of work?
- What are the ways to implement the feedback provided by customers and the supervisor?

- Elaborate



In this session, discuss the following points:

Conducting post-completion review



Let us perform an activity to practise the steps of conducting post-completion review.

Activity

- In the lab, divide the trainees into groups of 2 or 3, whichever is possible
- Each group will prepare a piece of furniture from the following:
 - o cabinet door
 - o door panel
 - o hinge
 - o mortise joint
 - o butt joint
 - o rabbet joint
 - o drawer
- A member from each group performs post-completion review by checking the work against the parameters provided in the form of a checklist

Activity	Duration (approx.)	Resources to be used
Post completion check	1 hour	Hand tools, measurement tools, marking tools, striking tools, planing tools, sharpening tools, sawing tools, testing tools, chipping tools, holding tools, power tools, accessories and hardware

- Ask each group to collect their dimension sheet, tool kit, PPE, sample furniture, printed guidelines, and the review checklist
- Discuss, after the practical, the defects in jobs identified during post-completion review

Notes for Facilitation



• Enquire if the trainees know about how to conduct post-completion review









12. Carry out Lock Installation Activities

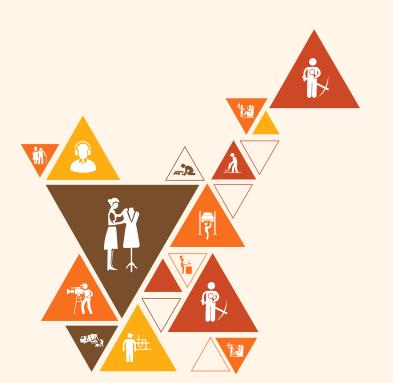
Unit 12.1 - The Job Description of the Lock Installer

Unit 12.2 - Main Types of Locks and Units Assembled

Unit 12.3 - Functioning and Types of Various Doors/Windows

Unit 12.4 - Different Tools and Equipment

Unit 12.5 - Technique of Fixing the Lock on the Door





Key Learning Outcomes



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

- 1. Discuss an overview of the job role
- 2. Explain the main types of locks and their units
- 3. Illustrate the functioning and types of various doors / windows
- 4. Underline the use of different tools and equipment
- 5. Demonstrate the technique of fixing the lock on the

Unit 12.1: Main Types of Locks and Units Assembled

Unit Objectives 6



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

- Identify the main types of locks
- Identify the different parts of a lock

Resources to be Used



- Drill machine
- Marking tools
- Measurement tools
- Try square
- Chisel
- Mortise chisel
- Mallet
- Marking and mortise gauge
- Drill bits all size
- Different type of screw driver
- Safety floor guard
- Testing tools

- Note



This session of the programme will give the trainees an overview of the main types of locks and different parts of a lock.

Ask ask



Ask the trainees the following questions:

- Can anyone name the main types of locks?
- What are the different parts of a lock?

Elaborate



In this session, discuss the following points:

- Main types of locks
- Different parts of a lock

Say



Let us now perform an activity which will teach us about the main types of locks and the different parts of a lock

Activity



- This activity must be done individually
- Provide the trainees with the dismantled parts of a lock and ask them to identify the parts and label them
- Praise the trainees for their effort

Activity	Duration (approx.)	Resources to be used
Identifying parts of a lock	1hour	Lock parts, notebook, pen, marker, writing pad, etc.

Do



- Ensure that all lock components are returned to you after the activity
- Instruct the trainees to avoid dropping lock components since they are often heavy and may result in injuries

Notes for Facilitation



- Enquire if the trainees know about the main types of locks
- Enquire if they can identify the different parts of a lock

Unit 12.2: Functioning and Types of Various Doors/Windows

Unit Objectives 6



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

- Define a door and its functions
- Identify and describe the various parts of a door
- Inspect the different types of door functions
- Inspect the different types of lock and the types of door to install them in
- Identify the type and alignment of lock as per functioning of door

Resources to be Used



- Drill machine
- Marking tools
- Measurement tools
- Try square
- Chisel
- Mortise chisel
- Mallet
- Marking & mortise gauge
- Drill bits all size
- Different type of screw driver
- Safety floor guard
- Testing tools

Note



This session of the programme will give the trainees an overview of the parts of a door and their functions.

Ask ask



- What are the different parts of a door?
- What are the different types of door functions?

Elaborate



In this session, discuss the following points:

- Defining a door and its functions
- · Parts of a door
- Different types of door functions
- Different types of lock (left hand and right hand locks) and the types of door to install them in
- The type and alignment of lock as per functioning of door

Say



Let us now perform an activity that will help us know the parts of a door and different types of door functions

Activity



- Divide the trainees in three groups
- Ask the first group to define a door and its functions
- Ask the second group to list the parts of a door
- Ask the third group to list the different types of door functions
- Evaluate the group performance

Activity	Duration (approx.)	Resources to be used
Summarise	2 hours	Pen, notebook, writing pad, marker, etc.

Do



- Ensure all the trainees participate in the activity session
- Encourage team-playing while arranging the products
- Help the trainees identify their mistakes while sorting and arranging
- Give proper feedback to the trainees at the end

Notes for Facilitation



- Enquire if the trainees know about the definition of a door and its functions
- Enquire if know about the different parts of a door
- Enquire if know about the different types of door functions
- Enquire if know about the different types of locks and the types of door to install in them
- Enquire if know about the type of alignment of lock as per functioning of door

Unit 12.3: Different Tools and Equipment

Unit Objectives 6



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

- Underline the basics of different tools and equipment
- Demonstrate the method to handle tools and equipment safely and the health and safety implications of not doing so
- Describe the process of operating different machines

Resources to be Used



- Drill machine
- Marking tools
- Measurement tools
- Try square
- Chisel
- Mortise chisel
- Mallet
- Marking & mortise gauge
- Drill bits all size
- Different types of screw driver
- Safety floor guard
- Testing tools



This session of the programme will give the trainees an overview of the kit used in installation of lock and how to install and fix various types of locks on the door.

Ask ask



Ask the trainees the following questions:

- What are the basics of different tools of equipment for woodworks?
- State the methods of handling tools and equipment safely

Elaborate



In this session, discuss the following points:

- Different tools and equipment
- · Method to handle tools and equipment safely and the health and safety implications of not doing so
- Process of operating different lock installation tools

Say



Let us now perform this interesting activity, which will teach us the process of operating different lock installation and repair tools and the methods to handling tools and equipment safely.

Activity



- Divide the trainees into two groups
- Ask the first group to prepare a chart on the process of operating different lock installing tools
- Ask the second group to prepare a chart on the methods of handling tools and equipment safely and the health and safety implications of not doing so
- Evaluate group performance

Activity	Duration (approx.)	Resources to be used
Operation of different machines	2hours	Notebook, pen, writing pad, marker, chart paper,etc.

\sim



- Encourage peer discussion while performing
- Help the trainees identify the correct ways to test products

Notes for Facilitation



- Enquire if the trainees know about different tools and equipment related to lock installation and repair
- Enquire if the trainees know about different methods of handling tools and equipment safely and the health and safety implications of not doing so
- Enquire if the trainees know about the process of operating different machines

Unit 12.4: Technique of Fixing the Lock on the Door

Unit Objectives 6



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

- Describe the tool kit used in installation of locks
- Demonstrate how to install and fix various types of locks on the door

Resources to be Used



- Drill machine
- Marking tools
- Measurement tools
- Try square
- Chisel
- Mortise chisel
- Mallet
- Marking & mortise gauge
- Drill bits all size
- Different type of screw driver
- Safety floor guard
- **Testing tools**

- Note



This session of the programme will give the trainees an overview of the tool kit used in installation of locks and how to install and fix various types of locks on the door.

Ask ask



Ask the trainees the following questions:

- Why is a tool kit used?
- What are the various types of locks used on a door?

Elaborate



In this session, discuss the following points:

- Tool kit for lock installation
- Process flow for fixing the lock on the door
- · Steps involved for installation of locks on the door

Say



Let us now perform an activity, which will teach us the process of fixing the lock on the door and the steps involved for installation of locks on the door.

Activity



- Ask the trainees to prepare a flowchart representing the process flow for fixing the lock on the door
- Ask the trainees to list the steps involved for installation of locks on the door

Activity	Duration (approx.)	Resources to be used
Summarise	2 hours	Pen, notebook, writing pad, marker

Do



- Ensure all trainees to participate in the activity
- Ask them whether they understand everything

Notes for Facilitation



- Enquire if the trainees know about the tool kit for lock installation
- Enquire if the trainees know about the process flow for fixing the lock on the door
- Enquire if the trainees know about the steps involved for installation of locks on the door

Answers to Exercises for PHB

Unit-12.5



Pad Lock



Vending Lock



Rim Lock



Single Cylinder Dead Bolt



Mortise Lock











13. Perform Lock Repairing and Servicing

Unit 13.1 - Process of Operating Different Locks

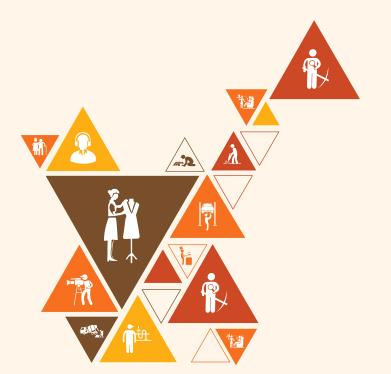
Unit 13.2 - Method to Check Warranty of Lock

Unit 13.3 - Troubleshooting for Lock Installers

Unit 13.4 - Handling and Storage of Different Tools and Equipment

Unit 13.5 - Quality Assurance for Lock Installer

Unit 13.6 - Waste Disposal, Cleaning and Maintenance



Key Learning Outcomes



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

- 1. Discuss the process of operating different locks
- 2. Learn about the method to check warranty of lock
- 3. Discuss troubleshooting for Lock Installers
- 4. Discuss the quality inspection and safety procedures
- 5. Discuss the method to identify the length of the flat strip while fixing the lock on the door
- 6. Discuss methods of waste disposal, cleaning and maintenance

Unit 13.1: Process of Operating Different Locks

Unit Objectives 6



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

Demonstrate the process of operating different locks

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw

Note



This session of the programme will give the trainees an overview of the process of operating different locks

- Ask ask



Ask the trainees the following questions:

- What are the different types of locks?
- What is the process of operating different locks?

Elaborate |



In this session, discuss the following points:

The process of operating different locks



Let us perform an activity which will teach us the process of operating different locks

- Divide the class into four groups
- Ask the first group to prepare a table depicting ways to operate the keyed variant of the common cylindrical lock
- Ask the second group to prepare a table depicting ways to operate the Inside Opening variant of the common night latch
- Ask the third group to prepare a table depicting ways to operate the outside opening variant of the common rim lock
- Ask the fourth group to prepare a table depicting ways to operate the Common Mortise Lock
- Evaluate group performance

Activity	Duration (approx.)	Resources to be used
Preparing table	2 hours	notebook

- Appreciate the trainees who respond well
- Ensure the trainees understand everything

Notes for Facilitation



Enquire if the trainees know how to demonstrate the process of operating different locks

Unit 13.2: Method to Check Warranty of Lock

Unit Objectives 6



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

Examine the warranty of lock prior to initiating work service

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw

Note



This session will give the trainees an overview of the warranty of lock prior to initiating service.

- Ask ask



Ask the trainees the following questions:

What is the importance of checking warranty of lock prior to initiating service?

Elaborate



In this session, discuss the following points:

Checking warranty of lock prior to initiating work service



Let us now participate in an interesting practical which will teach us how to examine the warranty of lock prior to initiating work service

- Provide each trainee with warranty card samples
- Ask them to examine the warranty cards and note down their observations

Activity	Duration (approx.)	Resources to be used	
Studying warranty cards	2 hours	Pen, notebook, marker, chart paper, writing pad, etc.	

- Ensure all the trainees participate in the activity session
- Encourage peer learning
- Guide the trainees whenever they need help

– Notes for Facilitation 🗏



Enquire if the trainees know how to Examine the warranty of lock prior to initiating work service

Unit 13.3: Troubleshooting for Lock Installers

Unit Objectives 6



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

- Explain troubleshooting for lock installers
- Identify the different lock problems and faults
- Discuss problem identification procedures
- Discuss about warping in doors
- Demonstrate the dismantling and assembling procedures
- Explain the method of checking the lock functioning with the key

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw



This session of the programme will give the trainees an overview of various lock defects and ways of troubleshooting them.



Ask the trainees the following questions:

- Can anyone define troubleshooting?
- What are different lock problems/faults?

Elaborate



In this session, discuss the following points:

- Explaining troubleshooting
- Knowledge of different lock problems / faults
- Problem identification procedures
- Assembling procedures
- Dismantle the lock if required to get a better understanding of the faults (standard procedures)
- Check functioning of lock by using the key

Say



Let us now perform an activity that will teach us troubleshooting different lock problems, defects, or faults.

Activity



- Divide the class into three groups
- Ask the first group to explain troubleshooting
- Ask the second group to list the different lock problems/faults
- Ask the third group to list the stages in which a Lock Installer identifies lock problems and faults
- The group that presents their answers in the best way will be awarded appreciation and accolades

Activity	Duration (approx.)	Resources to be used	
Summarise	2 hours	Notebook, pen, chart paper, marker, etc.	

Do



- Ensure all the trainees participate in the activity session
- Encourage peer discussion

Notes for Facilitation



- Enquire if the trainees can explain troubleshooting
- Ask them about their knowledge of different lock problems/faults
- Ensure if they can identify problems
- Ensure they know about assembling procedures
- Enquire if they know about dismantling the lock if required to get a better understanding of the faults (standard procedures)
- Ensure they know how to check the functioning of lock by using the key

Unit 13.4: Handling and Storage of Different Tools and Equipment

Unit Objectives 6



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

- Use appropriate tools and equipment to repair the lock
- Discuss the tips of storing tools appropriately

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw

Note



This session of the programme will give the trainees an overview of the appropriate tools and equipment used to repair the lock and how tools should be appropriately stored.



Ask the trainees the following questions:

- How can locks be repaired?
- How can tools be stored appropriately?

Elaborate



In this session, discuss the following points:

- The use of appropriate tools and equipment to be used to repair the lock
- Importance of storing tools appropriately



Let us perform an activity which will help us know about the importance of storing tools and the use of appropriate tools and equipment to repair the lock appropriately



- Ask the trainees to list the use of appropriate tools and equipment to repair the lock
- Ask the trainees to list the importance of storing tools appropriately

Activity	Duration (approx.)	Resources to be used
Listing activity	1 hour	Pen, notebook, chart paper, writing pad, marker, etc.



- Ensure all the trainees participate in the activity session
- Encourage peer learning
- Guide the trainees whenever they need help

– Notes for Facilitation 🕒



- Enquire if the trainees know about handling screw drivers
- Enquire if they know about handling the flat strip while fixing the lock on the door
- Enquire if they know about the importance of storing tools appropriately

Unit 13.5: Quality Assurance for Lock Installer

Unit Objectives 6



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

Discuss different methods of quality check during lock repair, maintenance and servicing

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw

- Note



This session of the programme will give the trainees an overview of different methods of quality check during lock repair, maintenance, and servicing.

- Ask



Ask the trainees the following questions:

What are the different methods of quality check?

Elaborate



In this session, discuss the following points:

Different methods of quality check



Let us now participate in an interesting activity for underlining different methods of quality check in lock installation.

Activity

 Ask the trainees to list the steps to be undertaken to ensure proper functioning of the lock using appropriate methods

Activity	Duration (approx.)	Resources to be used	
Listing activity	1 hour	Pen, notebook, chart paper, writing pad, marker, etc.	

Do

- Ensure all the trainees participate in the activity session
- Encourage peer learning

- Notes for Facilitation



• Enquire if the trainees are aware of different methods of quality check during lock repair, maintenance and servicing

Unit 13.6: Waste Disposal, Cleaning and Maintenance

Unit Objectives 6



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

Practise appropriate waste disposal, cleaning and maintenance procedures

Resources to be Used



- Mortise lock
- Rim lock
- Vert bolt lock
- Cylindrical lock
- Different types of screw
- Hole saw cutter blade
- Hex saw

- Note



This session of the programme will give the trainees an overview of the methods of appropriate waste disposal, cleaning, and maintenance procedures.



Ask the trainees the following questions:

- How can waste be disposed of?
- What are certain basic ways of waste disposal?

Elaborate



In this session, discuss the following points:

- Ensuring proper disposal system for waste and by-product
- Cleaning and maintenance procedures
- Using appropriate materials to clean the tools and equipment



Let us now participate in an interesting activity for practising different waste disposal methods.



- Ask the trainees to demonstrate different ways of recycling old locks
- Ask the trainees to demonstrate different cleaning and maintenance procedures of locks

Activity	Duration (approx.)	Resources to be used
Show and tell	2 hours	Pen, notebook, writing pad, marker, chart paper, etc.



- Ensure all the trainees participate in the activity session
- Encourage peer learning

Notes for Facilitation



- Enquire if the trainees are aware of the methods of proper disposal system for waste and by-product
- Enquire if the trainees are aware of the methods of Cleaning and maintenance procedures
- Enquire if the trainees are aware of the methods of using appropriate materials to clean the tools and equipment

Answers to Exercises for PHB

- 1. Rusting, Decaying
- 2. Evaluate warranty card.
- 3. Insert the key and turn it to the right
- 4. a) Check if Screws used to hold the lock in place is fitted properly
- b) Apply Lubricant inside the lock
- 5) Fix it by aligning into a straight line











14. Employability & Entrepreneurship Skills

Unit 14.1 - Personal Strengths & Value Systems Unit

Unit 14.2 - Digital Literacy: A Recap

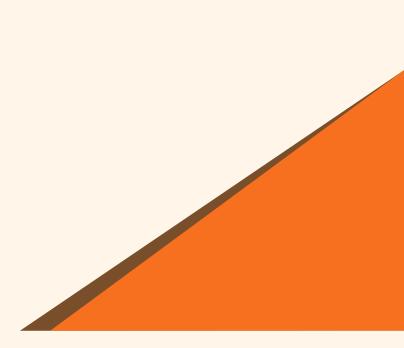
Unit 14.3 - Money Matters

Unit 14.4 - Preparing for Employment & Self Employment

Unit 14.5 - Understanding Entrepreneurship

Unit 14.6 - 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 14.1: Personal Strengths & Value Systems Unit

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 14.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | ©



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

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

Resources to be Used



Participant Handbook

- Ask



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

Sav



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

Ask



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



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

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.



- 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



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 \ \(\beta \)



• 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



• 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.

Do

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

Ask



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

Summarize



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

Ask



What is a habit?

Sav



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

Summarize \2



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

Unit 14.1.2: 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



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

Team Activity



Safety Hazards

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

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

Ask



How could you or your employees get hurt at work?

Say



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

Do



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

Say



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

Do



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

Ask



De-briefing

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

Summarize 🔎



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

Unit 14.1.3: 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 | 199



This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do



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

Say



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

Team Activity



Tower building

Each group which will create tower using the old newspapers.

Do



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

Ask



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



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

Ask



• Is your attitude positive or negative?

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



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.



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 14.1.4: Honesty & Work Ethics

Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



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

Do



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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say



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

- 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 \(\beta \)



- 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.
- ${\bf Close}\ the\ discussion\ by\ summarizing\ the\ importance\ of\ honesty\ and\ work\ ethics\ for\ entrepreneurs.$

Unit 14.1.5: Creativity and Innovation

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- Chart papers and marker pens

Ask



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



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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

- Ask



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

Say



- 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 \(\beta \)



- 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 14.1.6: Time Management

- Unit Objectives



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

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

-Resources to be Used



Participant Handbook

Ask



Does this sound like you?

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

Example 🗣



• Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask



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

Activity |



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

Sav



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

Ask



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

Say



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

Activity



Effective Time Management

• This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

Category 2: Not Urgent/Important

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

Category 3: Urgent/Not Important

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

· Category 4: Not Important and Not Urgent

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- Building relationship
- Personal commitments

1

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

1 2

3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do 🗸

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

Say



Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- Category 1: Urgent/Important
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- Category 2: Not Urgent/Important
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- Category 3: Urgent/Not Important
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

· Category 4: Not Important and Not Urgent

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

Summarize



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

Notes for Facilitation



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

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

Unit 14.1.7: Anger Management

Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

Ask



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



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

Do



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

- Activity



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

Ask



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

Say



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

Do



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

Activity 2



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say



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

Do



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

Ask



De-brief questions:

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

Summarize | 2



- 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 14.1.8: Stress management: What is stress?

Unit Objectives | ©



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

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

-Resources to be Used



Participant Handbook

Ask



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

Sav



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

Ask



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

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.

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask



De-brief questions:

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

Say



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

Do



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

Say



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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do



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

Scenario 5

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

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

Say



De-brief:

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

Summarize **E**

- 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	



Unit 14.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

Unit 14.2.1: 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



- 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 14.2.2: MS Office and Email: About MS Office

Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with MS Office

Ask



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

Say



- 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 14.2.3: 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



- 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?



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

Team Activity



E-commerce examples

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

Say



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

-Do



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

Say



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

-Explain



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

Say



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

-Role Play



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

Ask



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



- 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?



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

Summarize |



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

Notes		



Unit 14.3: Money Matters

Key Learning Outcomes



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

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

Unit 14.3.1: Personal Finance - Why to Save?

-Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

-Example



· Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask



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

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?

Say



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

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

Ask



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

Say



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

Team Activity



Personal Finance-Why to save

• This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do



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

Activity De-brief

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

Say



• 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 14.3.2: Types of Bank Accounts, Opening a Bank Account

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



- Account opening sample forms
- Participant Handbook

Ask



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

-Example



• Let's look at the given example:

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

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

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

-Ask



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

Say



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

-Ask



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

Say



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

Team Activity 💃



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

Activity De-brief

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

-Say



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

-Ask



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

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

-Summarize 📜

Annual Income No. of Dependents



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 A	ccount Openin	g form.		
Photograph				XXX Bank
		SAVING B	ANK ACCOUNT OPENING F	ORM
Account No.:				Date:
Name of th	ne Branch			
Village/Tow	Village/Town			
Sub District	Sub District / Block Name			
District	District			
State				
SSA Code /	Ward No.			
Village Cod	Village Code / Town Code		Name of Village /	Town
Applicant De	etails:			
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Sta	tus			
Name of Sp	Name of Spouse/Father			
Name of M	other			
Address				
Pin Code				
Tel No. Mol				Date of Birth
Aadhaar No	-			Pan No.
	ob Card No.			
Occupation/Profession				

Detail of Assets	Owning Hous	se :	Y/N	Owning Farm :
	No. of Anima	ls :		Any other :
Existing Bank A/c. of family members / household	Y	/ N	lfy	yes, No. of A/cs
Kisan Credit Card	Whether Elig	ible	Y/N	
request you to i	ssue me a Rup	ay Card		
accou <mark>nt after 6</mark> needs subject to	months of oper the condition draft facility. I sh	ning my that onl	account for y one mem	after satisfactory operation of my meeting my emergency/ family ber from the household will be ms and conditions stipulated by
applicable have less shall abide by a declare that I have place:	been read over all the terms an	and expl	ained to me ions as may	ect. The terms and conditions and have understood the same. be in force from time to time. I it facility from any other bank.
Date:				Signature / LTI of Applicant
Nomination:				
	inate as under			
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the
			2000 (1852) 1877	nominee in the event of my /minor(s) death.
Date: Witness(es)*				[[
Place: Date: Witness(es)* 1.				/minor(s) death.

Unit 14.3.3: 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



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

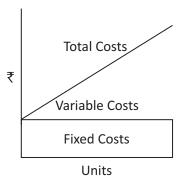
Do



- 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.



- 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?



- 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

Rent (Fixed) 1.

Telephone bill (Fixed) 2.

3. Electricity bill (Fixed)

(Fixed) 4. Machinery

Insurance (Fixed)

6. Office supplies/ Raw materials (Variable)

7. **Employee salaries** (Fixed)

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

9. Credit card fees (Variable)

10. Vendor bills (Variable)

Unit 14.3.4: 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 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.

Ask



• 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.

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

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

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

20. What'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 14.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives



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.



- 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.



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

Summarize 📜



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

Notes		



Unit 14.4: Preparing for Employment and Self Employment

Key Learning Outcomes



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

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

Unit 14.4.1: Interview Preparation: How to Prepare for an Interview

-Unit Objectives | 🎯



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

· Discuss the steps to follow to prepare for an interview

Resources to be Used



· Participant Handbook

-Ask



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

Say



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

-Activity 1



Introducing Yourself

-Do



- 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



- 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 14.4.2: 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?



- 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.



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



Case Study Analysis

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

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

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 \ \(\beta \)



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

Notes for Facilitation



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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

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

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

Unit 14.4.3: Interview FAQs

-Unit Objectives



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

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

-Resources to be Used 🏻 🔗



Participant Handbook



- Tell the participants you will provide them with interview situation and questions and they have to try to 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



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



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



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

- 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



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.



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 14.4.4: 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?



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



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

Ask



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

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.



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

-Summarize 📜



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



Unit 14.5: 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 14.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/tyoes 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

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

Bhavish Aggarwal

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

Bhavish Aggarwal

-Do



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

Ask



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



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

·Summarize 📜



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

-Notes for Facilitation



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

Unit 14.5.2: 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



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

Say



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

Ask



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



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

-Ask



· Do you consider yourself a team player?

Team Activity



Long Chain

• This is a group activity.



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

Sav



De-brief:

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

Sav



- 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 14.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives



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

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

-Resources to be Used 🎏



Participant Handbook

-Activity 1



Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask



De-brief questions:

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

Say



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

Say



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

Ask



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

Say



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

Do



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

-Activity 2



Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask



De-brief question:

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

Say



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

-Activity 3



Elevator Pitch:

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

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

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

·Do



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

-Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 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 14.5.4: Problem Solving & Negotiation Skills

Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



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

Do



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

Say



De-brief questions:

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

Ask



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

Say



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

Ask



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

Say



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

Summarize | 📜



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

- Activity



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

Do



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

Ask



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

Say



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

Ask



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

Say



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

Say



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

-Role Play



- · Conduct a role play activity.
- Ask the 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 14.5.5: 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?

Sav



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

Do



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

Activity



Do your SWOT analysis

Strength

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

Opportunity

What trends may positively impact you?

What opportunities are available to you?

Weakness

What are your weaknesses?

What do your competitors do better than you?

Threat

Do you have solid financial support?

What trends may negatively impact you?

Do



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

-Ask



De-brief questions:

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

-Summarize 📜



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

Unit 14.5.6: 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



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

Say



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

-Ask



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

Say



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

Team Activity 💃



• Making a poster showing the entrepreneurship support eco-system.

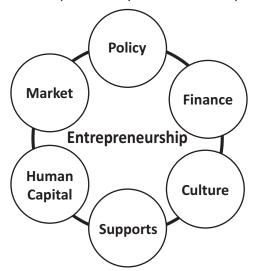
Do



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

Activity De-brief

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



-Ask



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



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 14.5.7: Risk Appetite & Resilience

Unit Objectives | ©



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

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

Resources to be Used



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

Sav



- 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.



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 I



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

Ask



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

-Example



Let's have a look at the following example:

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

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

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

- 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?



- 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 14.5.8: Success and Failures

- Unit Objectives



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



- 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



- 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



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.

Notes	



Unit 14.6: 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 14.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

Unit Objectives



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

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

Resources to be Used



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

Ask



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

Example **©**



• Let's have a look at this example.

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

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



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



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



- 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 14.6.2: business Entity Concepts

┌ Unit Objectives 🏻 🎯



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

· Recall basic business terminology

Resources to be Used



Participant Handbook

Sav



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

Activity



The activity is a quiz.

Do



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

Summarize | 🗐



Summarize the unit by discussing the key points.

Notes for Facilitation



QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

Unit 14.6.3: 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?

Sav



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

Do



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

Team Activity 🙀



Case Study Analysis

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

Scenario 2

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

Scenario 3

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

Scenario 4

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



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

Do



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

Say



- 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 14.6.4: Business Plan: Why Set Goals?



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?



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

Ask



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

Do



Ask few participants to share their business ideas.

Ask



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

Sav



- 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 🔓



- 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

- 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



- 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 14.6.5: 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

- 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.



- · 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 14.6.6: 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



- 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



• 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 14.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives | ©



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

List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used | @ |



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



Why do you want to become an entrepreneur?

Sav



- · 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	





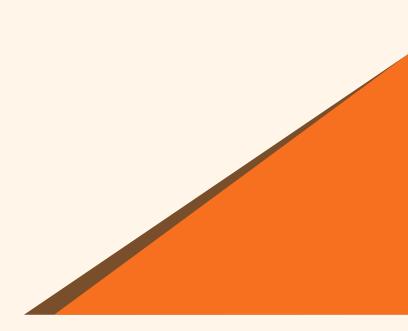




15. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria





Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Lead Carpenter-Wooden Fu	urniture	
Qualification Pack Name & Ref. ID	FFS/Q0104, Version 1.0		
Version No.	1.0	Version Update Date	12-07-2017
Pre-requisites to Training (if any)	5 th standard pass, preferab	ly	
Training Outcomes	1. The Carpenter Wood Job Role: General is carpenter with resprospects of carper and a carpenter with resprospects of carper and a carpenter with relevant and safety measure and safety measure safety relevant to carpenter with respectively with relevant to carpenter with rele	ill understand basic tool ly identify, select & use the set to carpentry works. It to carpentry works. It area, tools and equipment and orgonize work, tools and equipment and orgonize the work and planning tools. In it is to Making furniture: Join parts as per the given larger of adhesives, fixtures etc. for allation activities: Different the right type of lock, installing locking and servicing: Identify the	derstanding of his importance of the try, potential and s, equipment & specified tools and ment: Appropriate ganizing the work pment materials: ng the tools and ming the cut and yout, and make or making the final sypes of locks, lock perfectly. The defects of locks, wersed with health try and equipment with stakeholder,

Day Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1 Introduction Corresponding NOS Code Bridge Module	Introduc- tion and Basics of Lead Carpenter – Wooden Furniture	 Develop general discipline in the classroom Discuss the role of a lead carpenter – wooden furniture, job opportunities and its importance Classify the scope of furniture & fittings industry Develop basic skills of communication Develop basic reading capabilities for enabling him to read signs, notices and/or cautions at site. 	N/A	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	8 Theory (08:00) Practical (00:00)
2 Under- standing the Orga- nizational Context/ Company/ Employer Corre- sponding NOS Code FFS/N0106	Wood and Other Materials Used	 Discuss the expectations and responsibilities of the job role State the importance of the rules, codes, guidance and standards, policies, manuals, rules and regulation of the organization Identify and contact the concerned persons in case of queries on procedures/products/any problem Differentiate and learn the escalation in hierarchy Evaluate the nature of work & requirement in terms of style, shape, design pattern, dimensions, etc. and detailing of work needed on furniture Establish the requisite approval on the cost budget and timelines before work initiation Comply with all the required documentation 	FFS/N0106 PC1, PC2, PC3, PC4, PC5, PC6	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	Theory (04:00) Practical (00:00)

	 Prepare sketches as per requirements of the customer in case of absence of such drawing/sketch and seek requisite approvals Plan the activities/steps to be taken to execute the work in accordance with the timeline/schedule and the sequence. Evaluate, with the help of the supervisor and client the working parameters like space to work, lighting and the schedule of the work that is to be conducted at the client's site 				
Tool Planning And Material Gathering	 Collect the appropriate tools and equipment needed for furniture making Select the wood log and inspect the same to ensure it is free from defects Support the team while collecting all hardware needed and undertake procurement if in shortage, post supervisor's approval Evaluate the working condition of tools and equipment and check if they are in proper working condition Report any shortage or defect of raw materials to the supervisor / concerned person and raise a request for procurement if any specific tool/ equipment is needed for the work Arrange /place the raw materials and tools appropriately to have enough space to work 	PC7, PC8, PC9, PC10, PC11, PC12	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	Theory (04:00) Practical (00:00)

3	Mainte-	Mainte-	•	Practice handling	FFS/N8501	Facilitator-led	1xblack-	8
	nance of	nance of		materials, machinery,	,	discussion/	board,	_
	Work	Equipment		equipment and tools	SA5, SA9,	Interactive	chalk 2	Theory
	Area, Tools	and Tools		safely and correctly	SB2, SB8	lecture,	packet,	(04:00)
	and Ma-	3114 10015	•	Perform the correct	352, 350	Practical	duster 1	(04.00)
	chines			handling procedures		demonstration	pc, hand	Practical
	Cillies		•	Use materials to		demonstration	tools: -	Tractical
	Corre-			minimize waste			measure-	(04:00)
	sponding		•	Prepare and organize			ment	(04.00)
	NOS Code			work			tools: -	
	FFS/N8501		•	Maintain a clean and			measure-	
	LL2/1/0201		•					
				hazard free working			ment tape, steel	
				area				
			•	Deal with work			rule, zigzag	
				interruptions			rule,	
			•	Maintain tools			folding rule	
				equipment and			marking	
				consumables			tools:	
			•	Work in a comfortable			-pencil,	
				position with the			marking	
				correct posture			knife,	
			•	Use cleaning			marking	
				equipment and			thread	
				methods appropriate			striking	
				for the work to be			tools:-	
				carried out			cross	
			•	Dispose of waste safely			peen ham-	
				in the designated			mer, mallet	
				location			planing	
			•	Store cleaning			tools: -jack	
				equipment safely after			plane,	
				use			smoothing	
			•	Ensure safe and correct			plane,	
				handling of materials,			block	
				equipment and tools			plane, com-	
			•	Maintain appropriate			pass	
				environment to protect			plane,	
				stock from pilfering,			spoke	
				theft, damage and			shave	
				deterioration			sharpening	
			•	Read instructions from			tools:-oil	
				supervisor provided in			stone,	
				local language or Hindi				
			•	Discuss the different				
				safety symbols and				
				basic warning signs				
				decide on material				
				requirement for related				
				to once work				
	<u> </u>							l

	Identify any defects in materials, tools and equipment and ways to resolve them			triangular file sawing tools: - hand saw, compass saw, coping saw testing tools: - try square, mitre square, sprit level, water level pipe, chipping tools: - firmer/bevel chisel, mortise chisel holding tools: -t bar clamp, g clamp power tools: -circular saw, jig saw, planner, router, drill machine	
Organi- zational Context	 Analyse relevant legislation, standards, policies, and procedures followed in the company Assess expectations and responsibilities of the job role Assess the organization's rules, codes, guidelines and standards Analyse statutory responsibilities, organizational legislation and regulations Assess contacting person in case of queries on procedure or products 	KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, SA4, SA10, SB2	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack-board, chalk 2 packet, duster 1 pc, hand tools: - measure-ment tools: - measure-ment tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife,	8 Theory (04:00) Practical (04:00)

Analyse the method	marking
of handling tools and	thread
equipment safely and	striking
the health and safety	tools:-
implications of not	cross
doing so	peen ham-
Analyse escalation	mer, mallet
matrix	planing
Assess relevant health	tools: -jack
and safety	plane,
requirements	smoothing
applicable in the work	plane,
place	block
Practise whom to	plane, com-
approach for support in	pass
order to obtain work	plane,
related instructions,	spoke
clarifications and	shave
support	sharpening
Analyse the importance	tools:-oil
of following health,	stone,
hygiene, safety and	
	triangular file
quality standards	
Write the	sawing
measurement	tools: -
appropriately	hand
whenever required	saw, com-
Practice effective	pass saw,
communication with	coping saw
team members,	testing
supervisors, managers,	tools: - try
etc.	square, mi-
Discuss the material	tre square,
requirement for related	sprit level,
to once work	water level
	pipe,
	chipping
	tools: -
	firmer/bev-
	el chisel,
	mortise
	chisel
	holding
	tools: -t bar
	clamp, g
	clamp
	power
	tools:
	circular
	saw, jig
	saw, plan-
	ner,
	router, drill
	machine
	machine

							1 .	
4	Ensuring	Health and	•	Practice working safely	FFS/N8601	Facilitator-led	1Xblack-	4
	Health and	Safety		at all times, complying		discussion/	board,	
	Safety at			with health and safety	PC16, PC17,	Interactive	chalk 2	Theory
	Workplace			legislation, regulations	PC18, KB1,	lecture/	packet,	(04:00)
				and other relevant	KB2, KB6,	Practical	duster 1	
	Corre-			guidelines	KB7	Demonstra-	pc, masks,	Practical
	sponding		•	Check the worksite for		tion/Role Play	safety	
	NOS Code			any possible health and			glasses,	(00:00)
	FFS/N8601			safety hazards			ear muffs,	
			•	Comprehend			safety	
				manufacturers'			footwear,	
				instructions and job			gloves,	
				specifications relating			aprons, etc.	
				to safe use of materials			first aid,	
				specifically chemicals			different	
				and power equipment			types of	
			•	Comply with safe			fire extin-	
				handling and disposal			guisher	
				of waste and debris				
			•	Identify any hazards				
				and potential risks/				
				threats to supervisors or other authorized				
				personnel				
			•	Discuss the possible				
			•	hazards like sharp				
				edged tools, hazardous				
				surfaces, physical				
				hazards, electrical				
				hazards, health hazards				
				from chemicals and				
				other such toxic				
				material, etc.				
			•	Practise first aid				
				activities in case of any				
				accident, if required				
				and asked to do so				
			•	Select and use				
				appropriate personal				
				protective equipment				
				compatible to the				
				work and compliant to				
				relevant occupational				
				health and safety				
				guidelines				
			•	State the use of				
				personal protective				
				equipment like masks,				
				safety glasses, head				
				protection, ear muffs,				
				safety, footwear,				
				gloves, aprons, etc.				
		<u> </u>	L	- , , ,			l	

Maintain correct body
posture while standing
and working for long
hours and carrying
heavy materials
Discuss about lifting,
carrying or moving
heavy wooden
furniture and
accessories from one
place to another using
approved safe working
practices
Maintain all required
tools, machines,
materials & equipment
safely
Comply with relevant
occupational safety
policies while handling
sharp tools to make
and install furniture
and fittings
Use safety measures
while handling glass,
heavy wood, materials,
chemicals, etc.
Apply good
housekeeping practices
at all times
Maintain good
housekeeping practices
Practice reporting of
accident/incident to
authorized person
Perform basic safety
checks before
operation of all
machines, tools and
electrical equipment
Comply with
recommended material
handling procedure to
control damage and
personal injury
Perform safe working
practices at all times
Discuss common health
and safety hazards in a
work environment and
related precautions
Explain organizational procedures for sofe
procedures for safe
handling of tools and
equipment

		Organisa- tional Context	 Describe health and safety practices at work place Discuss the potential hazards and risks which may be present at furniture and fittings related workplace Evaluate organizational procedures for safe handling of equipment and machine operations Practise how to respond to emergency situation in line with organisational procedures Report protocol and documentation required Analyse whom to contact in case of an emergency Analyse where to get the list of contact in case of an emergency in the organization Perform effective communication with team members, supervisors, managers, etc. Analyse the situation and take appropriate actions while dealing with team members	FFS/N8601 KA1, KA2, KA3, KA4, KA5, SA6, SB10	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, masks, safety glasses, ear muffs, safety footwear, gloves, aprons, etc. first aid, different types of fire extinguisher	4 Theory (04:00) Practical (00:00)
5	Dealing with Emer- gencies Corre- sponding NOS Code FFS/N8601		Demonstrate different methods of accident prevention in the work environment Methods of accident prevention Practice the appropriate procedure in case a of fire emergency Comply with electrical safety measures while working with electrically powered tools & equipment Practice agreed work location procedures in the event of an emergency or an accident	FFS/N8601 KA2, KA5, KB12,	Facilitator-led discussion/ Interactive lecture, Practical Demonstration/Role Play	1Xblack-board, chalk 2 packet, duster 1 pc, masks, safety glasses, ear muffs, safety footwear, gloves, aprons, etc. first aid, different types of fire extinguisher	4 Theory (04:00) Practical (00:00)

			1	1	1	
	•	Comply with				
		emergency and				
		evacuation procedures				
		in case of accidents,				
		fires, natural calamities				
	•	Inspect and ensure				
		general health and				
		safety equipment are				
		available at work site				
	•	Discuss the use of				
	•	general health and				
		safety equipment like				
		fire extinguishers;				
		first aid equipment;				
		safety instruments				
		and clothing; safety				
		installations (e.g. fire				
		exits, exhaust fans)				
	•	Comply with				
		restrictions imposed				
		on harmful chemicals				
		inside work area during				
		working hours				
	•	Demonstrate rescue				
		techniques applied				
		during fire hazard				
	•	Practice good				
		housekeeping in order				
		to prevent fire hazards				
	•	Demonstrate the				
		correct use of a fire				
		extinguisher				
	•	Discuss electrocution				
	•	Demonstrate the				
		process of freeing				
		a person from				
		electrocution				
	•	Participate in				
		emergency procedures				
	•	Recognize and				
		respond promptly and				
		appropriately to an				
		accident situation or				
		medical emergency				
	•	Demonstrate				
		emergency procedures				
	•	Discuss emergency				
		procedures				
		Lico the verieus				
	•	Use the various				
		appropriate fire				
		extinguishers on				
		different types of fires				
		correctly				
	•	Discuss different types				
		of fires				
	•	State methods of				
		accident prevention in				
		the work environment				

	State the different methods of accident prevention Discuss how to respond to an emergency situation in line with organisational procedures Identify list of contact in case of an emergency in the organization Dramatize the way of dealing with an accident which involve human life				
General Skills and Technical Knowledge	 Assess common health and safety hazards in a work environment and related precautions Practise organizational procedures for safe handling of tools and equipment Assess how to respond to an emergency situation Analyse potential risks and threats Practise organizational reporting protocol Assess health and safety practices at work place Assess potential hazards and risks which may be present at furniture and fittings related workplace Evaluate storage and handling of hazardous substances Assess importance of good housekeeping Practise procedure to be followed for safe disposal of waste Demonstrate safe working practices in a furniture and fittings related workplace Evaluate how to deal with an accident which involves human life 	KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB16, KB17, KB20, KB21, KB22, KB23, KB24, SA2, SA6, SA7, SB2, SB3	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, masks, safety glasses, ear muffs, safety footwear, gloves, aprons, etc. first aid, different types of fire extinguisher	4 Theory (04:00) Practical (00:00)

Analyse different types
of personal protective
equipment and their
use
Practise how to follow
safe working practices
while at work
risks associated with
the use of electrical
equipment
Assess preventative
and remedial actions
to be taken in the case
of exposure to toxic
materials
Analyse importance
of using protective
clothing/equipment
while working
Prepare a list of various
causes of fire
Analyse techniques of
using the different fire
extinguishers
Assess different type of
fire extinguishers and
their use
Evaluate various types
of safety signs and
what they mean
Employ appropriate
basic first aid
treatment relevant to
the condition
Analyse the importance
of safe lifting practices
and correct body
postures
Evaluate list of names
(and job titles if
applicable), and the
contact details of all
the people responsible
for health and safety in
a workplace
Perform then task of
filling of formats, logs
and forms related to
work in local language
or Hindi/English
Practice effective
communication with
team members,
supervisors, managers,
etc.

			 Identify and clarification on any unclear instructions in locally understood language Discuss material requirement Identify and accept or reject a work piece on the basis of quality parameter 				
6	Interaction with Seniors Corresponding NOS Code FFS/N8801	Basics on Interaction	 Instruct the students on seeking assistance from supervisor or any such appropriate authority as and when required Practice asking questions and seek clarifications on work tasks whenever required Practice seeking and obtaining clarifications on policies and procedures, from the supervisor or other authorized personnel Identify any possible deviations to appropriate authority Report such deviations to appropriate authority Identify and address the problems effectively and report if required to immediate supervisor appropriately Comprehend the instructions clearly from superiors and respond effectively on the same Comply with the escalation matrix in case of any grievance Practice receiving information and instructions from the supervisor related to one's work 	FFS/N8801 SA9, SA10	Facilitator-led discussion/ Interactive lecture, Practical Demonstration/Role Play	1Xblack-board, chalk 2 packet, duster 1 pc	4 Theory (04:00) Practical (00:00)

		General Skills	 Assess legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions Practise reporting structure, interdependent functions, lines and procedures in the work area Assess relevant people and their responsibilities within the work area Employ escalation matrix and procedures for reporting work and employment Identify issue clarifications and support Practice effective communication with team members, supervisors, managers, etc. Identify and seek clarification on any unclear instructions in locally understood language 	FFS/N8801 KA1, KA2, KA3, KA4	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack- board, chalk 2 packet, duster 1 pc	Theory (04:00) Practical (00:00)
7	Work Effective- ly with Others Corre- sponding NOS Code FFS/N8801		 Maintain coordination and cooperation with colleagues to achieve work objectives Show courteous behaviour at all times Identify and respond politely to customer queries and other team members Comply with the work place dress code Perform regular cleaning of the work area and keep it in a tidy and organized state Comply with time lines and quality standards Comply with organizational policies and procedures 	FFS/N8801 SA9, SA10, SB7	Facilitator-led discussion/ Interactive lecture, Practical Demonstration/ Role Play	1Xblack- board, chalk 2 packet, duster 1 pc	4 Theory (04:00) Practical (00:00)

		Discuss information with team wherever and whenever required to enhance quality and productivity at work place Practice working with co-workers in a synchronized manner Instruct and communicate with others clearly, at a pace and in a manner that helps them to understand Show respect to other and their work Illustrate active listening skills while interacting with others at work Demonstrate responsible and disciplined behaviors at the workplace Practice effective communication with team members, supervisors, managers, etc. Identify and seek clarification on any unclear instructions in locally understood language Work and deliver output as per client requirement and				
	Technical Knowledge	 Practise coordination and cooperation with colleagues to achieve work objectives Practise displaying courteous behavior at all times Practise responding politely to customer queries and another team member Practise following work place dress code Perform the task of keeping work area in a tidy and organized state 	FFS/N8801 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB16, KB17, SB10, SB11,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack- board, chalk 2 packet, duster 1 pc	4 Theory (04:00) Practical (00:00)

			•	Practise adherence to				
				time lines and quality				
				standards Comply with the				
				organizational policies				
				and procedures				
			•	Practise sharing				
				information with team wherever and				
				whenever required, to				
				enhance quality and				
				productivity at work				
				place Demonstrate				
			-	working together				
				with co-workers in a				
				synchronized manner				
			•	Practise communicating with others clearly, at a				
				pace and in a manner				
				that helps them to				
				understand Practise showing				
			•	respect to others and				
				their work				
			•	Participate in active				
				listening skills while				
				interacting with others at work				
			•	Demonstrate				
				responsible and				
				disciplined behaviors at the workplace				
			•	Analyse the situation				
				and take appropriate				
				actions while dealing				
				with team members Apply the information				
				gathered from				
				observation,				
				experience, reasoning, or communication to				
				act efficiently				
8	Work	Work as-	•	Evaluate the nature of	FFS/N0106	Facilitator-led	1Xblack-	8
	Assess-	sessment		work and requirement		discussion/	board,	
	ment &	and plan-		of customer for making	PC3, PC5	Interactive	chalk 2	Theory
	Planning for	ning		furniture Identify the cost,		lecture, Practical	packet, duster 1 pc,	(03:00)
	Making			budgets, and timeline		demonstration	measure-	Practical
	the			of the customer before			ment tools	
	Wooden		_	starting the work			testing	(05:00)
	Furniture		•	Collect technical drawings, or			tools, technical	
	Corre-			instructions			drawings	
	sponding							
	NOS Code FFS/N0106							
	LL2/INDTO0							

	 Prepare sketches as per requirement of customer in case of technical drawing and get approval from customer/supervisor Arrange workplace with proper lighting, ventilation, etc. to start work with approval from client/supervisor if work is to be conducted at client site Maintain compliance to all the required documentation. Plan the activities/ steps to be taken to execute the work in accordance with the timeline/schedule and the sequence. 				
Preparing Tools and Equipment	 Select and gather the appropriate tools and equipment's needed for making furniture Sharpen the tools and equipment workable before starting work Estimate the measurement of length, width & depth in MKS & FPS system and its application Collect the wood & materials Inspect them to ensure it is free from defects Prepare the tools and equipment as per the requirement Inspect the tools and equipment's / machines/other materials are in proper working condition Arrange a place for raw materials, tools, and equipment, machine, etc. in appropriate manner to have enough space for work 	FFS/N0106 PC9, PC10,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, measure-ment tools testing tools, technical drawings	8 Theory (03:00) Practical (05:00)

Organi- zational Context	 Identify power sockets for different electrical equipment Inspect the functioning and test run the electrical equipment before starting the actual work Report to supervisor in case of unsafe electrical equipment and power socket Assist the team in collecting all hardware (e.g., nails, adhesives) needed and undertake procurement if in shortage, post supervisor approval Evaluate various organizational processes and procedures, code of conduct, reporting matrix and escalation hierarchy Assess organisation products and services Collect information about the organisation clients and previous design developed Evaluate common hazards in the work area and relevant safety and security procedures/manuals to be followed Employ waste disposal policy Evaluate organisation documentation and 	FFS/N0106 KA1, KA2, KA3, KA4, KA5, KA6	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, measure-ment tools testing tools, technical drawings	8 Theory (04:00) Practical (04:00)
Technical	reporting policy State work	FFS/N0106	Facilitator-led	1Xblack-	8
Knowledge	 State work specifications and interpret them accurately Analyse carpentry knowledge of making furniture and tools and equipment needed. Assess usage of tools and equipment and their safe handling 	KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11, KA12, KA13, KA14,	discussion/ Interactive lecture, Practical demonstration	board, chalk 2 packet, duster 1 pc, measure- ment tools testing tools, technical drawings	Theory (04:00) Practical (04:00)

			Demonstrate reading and interpreting 2D / 3D drawings Practise taking measurements of length, width & depth of various materials and accordingly, work with accuracy Identify kinds of wood and their properties Analyse how to load and unload wood and other materials Practise making wooden furniture Collect information about budget estimation tools, direct cost, indirect costs and understanding of current costs in the market Assemble information about materials/ hardware, e.g., screws, nails, adhesives, etc. used Identify current market trends and customer preferences Practice effective communication and presentation skills Demonstrate safety standards and precautions to be taken and different types of personal protective gear and their usage Employ standard operating procedures Assess common issues troubleshooting knowledge				
	Writing Skills	•	Practise documenting the information communicated / observations if any, related to the process Write reports, information documents to internal departments/ internal teams	FFS/N0106 SA1, SA2	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack- board, chalk 2 packet, duster 1 pc, measure- ment tools testing tools, technical drawings	Theory (04:00) Practical (04:00)

1 1	Reading Skills	 Practise keeping yourself updated with latest trends and knowledge by reading magazines/ research material Read and interpret the process required for conducting the assigned work Practise reading internal information documents sent by internal team 	FFS/N0106 SA3, SA4, SA5	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack- board, chalk 2 packet, duster 1 pc, measure- ment tools testing tools, technical drawings	8 Theory (04:00) Practical (04:00)
	Oral Commu- nication (Listening and Speak- ing skills)	 Discuss task lists, schedules, and activities Practise effective communication with team members and customers Employ the method of attentive listening and comprehend the information given by the speaker Practise communicating clearly on the issues being faced and clarify queries Illustrate best practices with peers 	FFS/N0106 SA6, SA7, SA8, SA9, SA10	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, measure-ment tools testing tools, technical drawings	8 Theory (04:00) Practical (04:00)
	Profes- sional Skills	 Practise troubleshooting common concerns faced Plan and prioritize the work order, and jobs received Organize and conduct work in optimal manner Plan to utilize time and equipment's effectively Identify customer requirements and time lines and respond as per their needs Act courteously with customers and handle different types of customers 	FFS/N0106 SB1, SB1, SB2, SB3, SB6, SB7, SB9, SB10, SB11, SB12	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1Xblack-board, chalk 2 packet, duster 1 pc, measure-ment tools testing tools, technical drawings	8 Theory (04:00) Practical (04:00)

			•	Support lead/manager in solving problems by detailing and discussing the possible solutions Identify quickly the common causes of errors and help in resolution Apply domain information/knowledge and assess day to day tasks through experience and observation, to identify control measures and solve issues Provide suggestions to further streamline process				
9	Cutting, Shaping and In- spection of The Wood Corre- sponding NOS Code FFS/N0107	Cutting and Shap- ing	•	Analyse all the technical drawing before making on wood/panels as per dimensions of technical drawing Use the wood-based boards and laminating sheets as per the requirement of the size and shape Prepare components to facilitate joining and fixing Separate excess wood by trimming the cut wood in case the wood is not cut as per the measurement Prepare templates, jigs and fixtures for furniture using material such as wood, plywood, fiberglass or drywall Discuss the estimation of the height, width, length and other proportions for preparation of the lay out Identify different components, their respective positions as per the requirement	FFS/N0107 PC6, PC8,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife, marking thread striking tools:-cross peen hammer, mallet planing tools:	8 Theory (03:00) Practical (05:00)

- Perform a visual check for any errors or damages to the cut components
- Identify and ensure that the cut components are in line with the technical drawings and designs specifications
- Solve the errors within one's own responsibility and as per instruction of the supervisors
- Prepare a making provision for joineries on wooden components and facilitate joining by using adhesive, nail or screws
- Perform cutting/ laminating/veneering sheet to size in case stated in design and paste with adhesives on the surface of furniture

jack plane, smoothing plane, block plane, compass plane, spoke shave sharpening tools: -oil stone, triangular file sawing tools: hand saw, compass saw, coping saw testing tools: - try square, mitre square, sprit level, water level pipe, chipping tools: firmer/bevel chisel, mortise chisel holding tools: -t bar clamp, g clamp power tools: -circular saw, jig saw, planner, router, drill machine, sander etc accessories:

					adhesive, screw (different size), nail, pvc edge banding tape hardware & fittings: - hinges: -butt hinges: -butt hinges: -butt hinges: -brank, 9.5 crank, 16 crank, 4fawer runner: - telescopic/under mount runner, handle, knob, locks: -door lock/multipurpose lock	
	Tools and Equipment	 List the cutting tools or equipment before starting the actual work Provide assistance in the wood using appropriate tools and equipment as per the specified measurements Arrange equipment and tools Discuss the shape of the furniture component, e.g., round or oval, etc., as per the drawing using appropriate tools Use the planer over the wooden surface with tools like, e.g., saw, rasp, file, hand plane, electric planer, spoke shave, etc Arrange cutting components for the next stage of production 	FFS/N0107	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife,	8 Theory (03:00) Practical (05:00)

	marking
	thread
	striking
	tools:-
	cross
	peen ham-
	mer, mallet
	planing
	tools: -jack
	plane,
	smoothing
	plane,
	block
	plane, com-
	pass
	plane,
	spoke
	shave
	sharpening
	tools: -oil
	stone,
	triangular
	file
	sawing
	tools: -
	hand
	saw, com-
	pass saw,
	coping saw
	testing
	tools: - try
	square, mi-
	tre square,
	sprit level,
	water level
	pipe,
	chipping
	tools: -
	firmer/bev-
	el chisel,
	mortise
	chisel
	holding
	tools: -t bar
	clamp, g
	clamp
	power
	tools:

				ı	
				circular saw, jig saw, plan- ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, pvc edge band- ing tape hardware & fittings: - hinges: - butt hing- es/auto closing hinges:-0 crank,9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul- tipurpose lock	
Organizational Context	 Analyse various organizational processes and procedures, code of conduct, reporting matrix and escalation hierarchy Evaluate organisation products and services Prepare information about the organisation clients and previous design developed Analyse common hazards in the work area and relevant safety and security procedures/manuals to be followed 	FFS/N0107 KA1, KA2, KA3, KA4, KA5, KA6	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape, steel rule,	8 Theory (04:00) Practical (04:00)

planing tools: -jack plane, smoothing plane, block plane, com- pass plane, spoke shave sharpening tools: -oil stone, triangular file sawing tools: - hand saw, com- pass saw, coping saw testing tools: - try square, mi- tre square, sprit level, water level pipe,	 Employ waste disposal policy Evaluate organisation's documentation and reporting policy 	zigzag rule, folding rule marking tools: -pencil, marking knife, marking thread striking tools:- cross peen ham- mer, mallet
		plane, spoke shave sharpening tools: -oil stone, triangular file sawing tools: - hand saw, com- pass saw, coping saw testing tools: - try square, mi- tre square, sprit level, water level

			mortise	
			chisel	
			holding	
			tools: -t bar	
			clamp, g	
			clamp	
			power	
			tools: -cir-	
			cular	
			saw, jig	
			saw, plan-	
			ner,	
			router, drill	
			machine,	
			sander etc	
			accesso-	
			ries: - ad-	
			hesive,	
			screw	
			(different	
			size),	
			nail, pvc	
			edge band-	
			ing	
			tape	
			hardware &	
			fittings: -	
			hinges:	
			-butt hing-	
			es/auto	
			closing	
			hinges:-0	
			crank,9.5	
			crank, 16	
			crank,	
			drawer	
			runner: -	
			telescop-	
			ic/under	
			mount	
			runner,	
			handle,	
			knob,	
			locks: -door	
			lock/mul-	
			tipurpose	
			lock	
		<u> </u>		

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	Technical	Imitate work	FFS/N0107	Facilitator-led	Raw mate-	8
	Knowledge	specifications and		discussion/	rials: -solid	
		interpret them	KB16, KB17,	Interactive	wood,	Theory
		accurately	KB18, KB19,	lecture,	block	(04:00)
		 Develop carpentry 	KB20, KB21,	Practical	board,	
		knowledge of tools and	KB22, KB23,	demonstration	plywood,	Practical
		equipment's needed	KB24, KB25,		particle &	
		while making furniture	KB26, KB27,		MDF	(04:00)
		 Employ knowledge 	KB28, KB29,		panel,	
		of usage of tools and	KB30, KB31,		laminate,	
		equipment's and their			veneer,	
		safe handling			PVC edge	
		 Read and interpret 2D / 			measure-	
		3D drawings			ment	
		 Collect measurements 			tools: -	
		of length, width &			measure-	
		depth of various			ment tape,	
		materials and work			steel	
		with precision.			rule, zigzag	
		 Inspect kinds of locks 			rule,	
		and their installation			folding rule	
		and working			marking	
		mechanism			tools:	
		 Identify kinds of wood 			-pencil,	
		and their properties,			marking	
		e.g., moisture content			knife,	
		etc.			marking	
		 Practise making 			thread	
		wooden furniture			striking	
		and techniques via			tools:-	
		various stages involved			cross	
		of cutting, shaping,			peen ham-	
		assembling, fitting of			mer, mallet	
		hardware etc.			planing	
		Identify different			tools: -jack	
		methods of joints such			plane,	
		as half lap, dove-tail,			smoothing	
		etc.			plane,	
		 Discuss about different 			block	
		materials/ hardware,			plane, com-	
		e.g., screws, nails,			pass	
		adhesives, etc. used			plane,	
		 Evaluate current 			spoke	
		market trends and			shave	
		customer preferences			sharpening	
		 Demonstrate loading 			tools: -oil	
		and unloading of wood			stone,	
		and other materials			Storie,	
		and other materials				

 Practise effective communication and presentation skills Employ safety standards and precautions to be taken and different types of 	triangular file sawing tools: - hand saw, com-
and different types of personal protective gear and their usage Comply with standard operating procedures Examine common issues troubleshooting knowledge	pass saw, coping saw testing tools: - try square, mi- tre square, sprit level, water level pipe, chipping tools: - firmer/bev- el chisel, mortise chisel holding tools: -t bar clamp, g clamp power tools: -cir- cular
	saw, jig saw, plan- ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, pvc edge band- ing tape hardware & fittings: - hinges:

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				butt hing- es/auto closing hinges:-0 crank,9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul- tipurpose lock	
Writing Skills	Practise documenting the information communicated / observations if any related to the process Prepare reports, information documents to internal departments/ internal teams	FFS/N0107 SA1, SA2,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife, marking thread striking tools:-cross peen hammer, mallet planing tools: -jack plane,	8 Theory (04:00) Practical (04:00)

			smoothing	
			plane,	
			block	
			plane, com-	
			pass	
			plane,	
			spoke	
			shave	
			sharpening	
			tools: -oil	
			stone,	
			triangular	
			file .	
			sawing	
			tools: -	
			hand	
			saw, com-	
			pass saw,	
			coping saw	
			testing	
			tools: - try	
			square, mi-	
			tre square,	
			sprit level,	
			water level	
			pipe,	
			chipping	
			tools: -	
			firmer/bev-	
			el chisel,	
			mortise	
			chisel	
			holding	
			tools: -t bar	
			clamp, g	
			clamp, g	
			power	
			tools: -cir-	
			cular	
			saw, jig	
			saw, plan-	
			ner,	
			router, drill	
			machine,	
			sander etc	
			accesso-	
			ries: - ad-	
			hesive,	

					screw (different size), nail, pvc edge band- ing tape hardware &	
					fittings: - hinges: -butt hing- es/auto closing hinges:-0 crank,9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul- tipurpose	
	Reading	 Practise keeping updated with latest trends and knowledge by reading magazines/ research material Read and interpret the process required for conducting the assigned work Practise reading internal information documents sent by internal teams 	FFS/N0107 SA3, SA4, SA5	Classroom lecture/ PPT session, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife,	8 Theory (04:00) Practical (04:00)

	marking
	thread
	striking
	tools:-
	cross
	peen ham-
	mer, mallet
	planing
	tools: -jack
	plane,
	smoothing
	plane,
	block
	plane, com-
	pass
	plane,
	spoke
	shave
	sharpening
	tools: -oil
	stone,
	triangular
	file
	sawing
	tools: -
	hand
	saw, com-
	pass saw,
	coping saw
	testing
	tools: - try
	square, mi-
	tre square,
	sprit level,
	water level
	pipe,
	chipping
	tools: -
	firmer/bev-
	el chisel,
	mortise
	chisel
	holding
	tools: -t bar
	clamp, g
	clamp
	power
	tools:
	toois.

					circular saw, jig saw, plan- ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, pvc edge band- ing tape hardware & fittings: - hinges: -butt hing- es/auto closing hinges:-0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul- tipurpose lock	
	Oral Commu- nication (Listening and Speak- ing skills)	 Discuss task lists, schedules, and activities Practise effective communication with team members and customers Demonstrate active listening and comprehend the information given by the speaker Practise communicating clearly on the issues being faced and clarify queries Illustrate best practices with peers 	FFS/N0107 SA6, SA7, SA8, SA9, SA10	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel, laminate, veneer, PVC edge measurement tools: - measurement tape,	8 Theory (04:00) Practical (04:00)

	l .			
			steel	
			rule, zigzag	
			rule, fold-	
			ing rule	
			marking	
			tools:	
			pencil,	
			marking	
			knife,	
			marking	
			thread	
			striking	
			tools: -	
			cross	
			peen ham-	
			mer, mallet	
			planing	
			tools: -jack	
			plane,	
			smoothing	
			plane,	
			block	
			plane, com-	
			pass	
			plane,	
			spoke	
			shave	
			sharpening	
			tools: -oil	
			stone,	
			triangular	
			file	
			sawing	
			tools: -	
			hand	
			saw, com-	
			pass saw,	
			coping saw	
			testing	
			tools: - try	
			square, mi-	
			tre square,	
			sprit level,	
			water level	
			pipe,	
			chipping	
			tools: -	
			firmer/bev-	
			el chisel,	
			mortise	
			chisel	
			holding	
			tools:	
			l .	

Decision Making	 Practice troubleshooting common concerns faced Practice taking appropriate decisions related to own responsibilities and deliver within 	FFS/N0107 SB1,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	size), nail, pvc edge band- ing tape hardware & fittings: - hinges: -butt hing- es/auto closing hinges:-0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul- tipurpose lock Raw mate- rials: -solid wood, block board, plywood, particle & MDF panel,	8 Theory (04:00) Practical (04:00)
				t bar clamp, g clamp power tools: -cir- cular saw, jig saw, plan- ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different	

		1		\neg
			PVC edge	
			measure-	
			ment	
			tools: -	
			measure-	
			ment tape,	
			steel	
			rule, zigzag	
			rule,	
			folding rule	
			marking	
			tools:	
			-pencil,	
			marking	
			knife,	
			marking	
			thread	
			striking	
			tools: -	
			cross	
			peen ham-	
			mer, mallet	
			planing	
			tools: -jack	
			plane,	
			smoothing	
			plane,	
			block	
			plane, com-	
			pass	
			plane,	
			spoke	
			shave	
			sharpening	
			tools: -oil	
			stone,	
			triangular	
			file	
			sawing	
			tools: -	
			hand	
			saw, com-	
			pass saw,	
			coping saw	
			testing	
			tools: - try	
			square, mi-	
			tre square,	
			sprit level,	
			water level	
			pipe,	
			chipping	
			tools: -	
			firmer/bev-	
			el chisel,	
 1	1	 1	<u> </u>	_

					mortise chisel holding tools: -t bar clamp, g clamp power tools: -cir- cular saw, jig saw, plan- ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, pvc edge band- ing tape hardware & fittings: - hinges: -butt hing- es/auto closing hinges:-0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/under mount runner, handle, knob, locks: -door lock/mul-	
	Profes- sional Skills	 Plan to utilize time and equipment's effectively Focus on task and ability to complete with time limits Practice record keeping and proper documentation 	FFS/N0107 SB5, SB6, SB7, SB9, SB10, SB12, SB14	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Raw materials: -solid wood, block board, plywood, particle & MDF panel,	8 Theory (04:00) Practical (04:00)

Implement courteous behaviour with customers and ability to handle different types of customers Recognize different customer cultures/ faiths and respond appropriately Identify common causes of errors and help in resolution Provide suggestions to streamline process further Use reasoning skills to identify and resolve basic problems Discuss acquired knowledge of the process Apply the information gathered from observation, experience, reasoning, or communication to act efficiently Identify and resolve basic problems Apply the information gathered from observation, experience, reasoning, or communication to act efficiently Identify and resolve basic problems Apply the information gathered from observation, experience, reasoning, or communication to act efficiently Identify and resolve basic problems Apply the information gathered from peen hammer, mallet planne, smoothing plane, block plane, smoothing plane, block plane, spoke shave
sharpening tools: -oil stone, triangular file sawing tools: - hand saw, com- pass saw, coping saw testing tools: - try square, mitre square, sprit level, water level pipe, chipping tools: -

		firmer/bev-	
		el chisel,	
		mortise	
		chisel	
		holding	
		tools: -t bar	
		clamp, g	
		clamp	
		power	
		tools: -cir-	
		cular	
		saw, jig	
		saw, plan-	
		ner,	
		router, drill	
		machine,	
		sander etc	
		accesso-	
		ries: - ad-	
		hesive,	
		screw	
		(different	
		size),	
		nail, pvc	
		edge band-	
		ing	
		tape	
		hardware &	
		fittings: -	
		hinges:	
		-butt hing-	
		es/auto	
		closing	
		hinges:-0	
		crank,9.5	
		crank, 16	
		crank,	
		drawer	
		runner: -	
		telescop-	
		ic/under	
		mount	
		runner,	
		handle,	
		knob,	
		locks: -door	
		locks: -door	
		tipurpose	
		lock	

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10	Assem-	Assem-	•	Practise aligning	FFS/N0107	Facilitator-led	Hand	8
	bling the	ble the		and positioning the		discussion/	tools: -	
	Different	different		components according	PC11, PC12,	Interactive	measure-	Theory
	Compo-	Compo-		to the drawing and as	PC13, PC14,	lecture,	ment	(03:00)
	nents of	nents		required for the joining	PC15,	Practical	tools: -	
	the Furni-		•	Assemble the		demonstration	measure-	Practical
	ture			components ensuring			ment tape,	
				correct fit and as per			steel	(05:00)
	Corre-			instructions of the			rule, zigzag	
	sponding			supervisors			rule,	
	NOS Code		•	Discuss the process of			folding rule	
	FFS/N0107			carrying out operations			marking	
				using the appropriate			tools:	
				tools and equipment			-pencil,	
			•	Apply appropriate			marking	
				amount of adhesive as			knife,	
				per the material and			marking	
				requirement			thread	
			•	Manage overall			striking	
				accuracy in terms			tools: -	
				of measurements			cross	
				and standard work			peen ham-	
				practices			mer, mallet	
			•	Maintain the quality of			planing	
				the product in terms			tools: -jack	
				of rigidity, steadiness,			plane,	
				angular accuracy and			smoothing	
				neatness			plane,	
			•	Identify and ensure all			block	
				hardware fittings are			plane, com-	
				aligned and proper			pass	
				fitted			plane,	
			•	Maintain and cover all			spoke	
				the open edges using			shave	
				tape or putty etc.			sharpening	
			•	Use sanding tools			tools: -oil	
				to smoothen all the			stone,	
				wooden surfaces			triangular	
			•	Demonstrate			file	
				smoothening of the			sawing	
				component or repair/			tools: -	
				replace the parts as			hand	
				needed for an old			saw, com-	
				structure			pass saw,	
			•	Examine the markings			coping saw	
				on the furniture and			testing	
				using appropriate			tools: - try	
				tools fasten /place the			square, mi-	
				fittings at the required			tre square,	
				place			sprit level,	
			•	Collect all the hardware			water level	
				fittings that are			pipe,	
				required to be fitted			chipping	
				onto the furniture basis			tools: -	
				the design				
		I			I	l		

					firmer/bev-	
					el chisel,	
					mortise	
					chisel	
					holding	
					tools: -t bar	
					clamp, g	
					clamp	
					power	
					tools: -cir-	
					cular	
					saw, jig	
					saw, plan-	
					ner,	
					router, drill	
					machine,	
					sander etc	
					accesso-	
					ries: - ad-	
					hesive,	
					screw	
					(different	
					size),	
					nail, PVC	
					edge band-	
					ing	
					tape,	
					hardware:	
					- hinges: -	
					butt	
					hinges,	
					auto clos-	
					ing	
					hinges: -0	
					crank,9.5	
					crank,16	
					crank,	
					drawer	
					runner: -	
					telescop-	
					ic/un-	
					der-mount	
					runner,	
					handle,	
					knob,	
					locks: -door	
					locks/mul-	
					tipurpose	
					lock	
l	I.	1	l	I		

			mortise	
			chisel	
			holding	
			tools: -t bar	
			clamp, g	
			clamp	
			power	
			tools: -cir-	
			cular	
			saw, jig	
			saw, plan-	
			ner,	
			router, drill	
			machine,	
			sander etc	
			accesso-	
			ries: - ad-	
			hesive,	
			screw	
			(different	
			size),	
			nail, PVC	
			edge band-	
			ing	
			tape,	
			hardware:	
			- hinges: -	
			butt	
			hinges,	
			auto clos-	
			ing	
			hinges: -0	
			crank,9.5	
			crank,16	
			crank,	
			drawer	
			runner: -	
			telescop-	
			ic/un-	
			der-mount	
			runner,	
			handle,	
			knob,	
			locks: -door	
			locks/mul-	
			tipurpose	
			lock	
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 •				Γ	T	
	Organiza-	 Assess various 	FFS/N0107	Facilitator-led	Hand	7
	tional	organizational	-	discussion/	tools: -	
	Context	processes and	KA1, KA2,	Interactive	measure-	Theory
	(Knowl-	procedures, code of	KA3, KA4,	lecture,	ment	(03:00)
	edge	conduct, reporting	KA5, KA6,	Practical	tools: -	(,
	of the	matrix and escalation		demonstration	measure-	Practical
	organiza-	hierarchy			ment tape,	ractical
	tion	 Discuss organizational 			steel	(04:00)
	and its	products and services			rule, zigzag	(04.00)
	processes)	 Prepare information 			rule,	
	processes	about the organisation			folding rule	
					_	
		clients and previous			marking tools:	
		design developed				
		Discuss common			-pencil,	
		hazards in the work			marking	
		area and relevant			knife,	
		safety and security			marking	
		procedures/manuals to			thread	
		be followed			striking	
		Practice waste disposal			tools: -	
		policy			cross	
		Analyse organisation's			peen ham-	
		documentation and			mer, mallet	
		reporting policy			planing	
					tools: -jack	
					plane,	
					smoothing	
					plane,	
					block	
					plane, com-	
					pass	
					plane,	
					spoke	
					shave	
					sharpening	
					tools: -oil	
					stone,	
					triangular	
					file	
					sawing	
					tools: -	
					hand	
					saw, com-	
					pass saw,	
					coping saw	
					testing	
					tools: - try	
					square, mi-	
					tre square,	
					corit lovel	
					sprit level,	
					water level	
					pipe,	
					chipping	
					tools: -	
					firmer/bev-	
					el chisel,	

			mortise	
			chisel	
			holding	
			tools: -t bar	
			clamp, g	
			clamp	
			power	
			tools: -cir-	
			cular	
			saw, jig	
			saw, plan-	
			ner,	
			router, drill	
			machine,	
			sander etc	
			accesso-	
			ries: - ad-	
			hesive,	
			screw	
			(different	
			size),	
			nail, PVC	
			edge band-	
			ing	
			tape,	
			hardware:	
			- hinges: -	
			butt	
			hinges,	
			auto clos-	
			ing	
			hinges: -0	
			crank,9.5	
			crank,16	
			crank,	
			drawer	
			runner: -	
			telescop-	
			ic/un-	
			der-mount	
			runner,	
			handle,	
			knob,	
			locks: -door	
			locks/mul-	
			tipurpose	
			lock	
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Technical	Comply with work	FFS/N0107	Facilitator-led	Hand	7
Knowledge	specifications and		discussion/	tools: -	
	interpret them		Interactive	measure-	Theory
	accurately	KB16, KB17,	lecture,	ment	(03:00)
	Discuss carpentry	KB18, Kb19,	Practical	tools: -	
	knowledge of tools and	Kb19, KB20,	demonstration	measure-	Practical
	equipment needed	KB21, KB22,		ment tape,	
	while making furniture	KB23, KB24,		steel	(04:00)
	Employ knowledge	KB25, KB26,		rule, zigzag	(666)
	of usage of tools and	KB27, KB28,		rule,	
	equipment's and their	KB29, KB30,		folding rule	
	safe handling	KB29, KB30,		marking	
		KD31		tools:	
	T				
	interpret 2D / 3D			-pencil,	
	drawings			marking	
	Write down the			knife,	
	measurements of			marking	
	length, width & depth			thread	
	of various materials			striking	
	and working with			tools: -	
	precision.			cross	
	Inspect the kinds			peen ham-	
	of locks and their			mer, mallet	
	installation and			planing	
	working mechanism			tools: -jack	
	 Identify types of wood 			plane,	
	and their properties,			smoothing	
	e.g., moisture content,			plane,	
	etc.			block	
	Demonstrate the			plane, com-	
	making of wooden			pass	
	furniture and			plane,	
	techniques via various			spoke	
	stages involved in			shave	
	cutting, shaping,			sharpening	
	assembling, fitting of			tools: -oil	
	hardware, etc.			stone,	
	Identify different			triangular	
	methods of joints such			file	
	as half lap, dove-tail,			sawing	
	etc.			tools: -	
	 Inspect the materials/ 			hand	
	hardware, e.g., screws,			saw, com-	
	nails, adhesives, etc.				
	used			pass saw,	
				coping saw	
				testing	
	market trends and			tools: - try	
	customer preferences			square, mi-	
				tre square,	
	Practice loading and			sprit level,	
	unloading of wood and			water level	
	other materials			pipe,	
	Use effective			chipping	
	communication			tools: -	
				firmer/bev-	
	presentation skills				
				el chisel,	

Employ safety standards and precautions to be taken and different types of personal protective gear and their usage State the standard operating procedures Examine common issues troubleshooting knowledge Robert Saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescopic/under-mount runner, handle,		
precautions to be taken and different types of personal protective gear and their usage • State the standard operating procedures • Examine common issues troubleshooting knowledge saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9-5 crank, 16 crank, drawer runner: - telescopic/Under-mount runner; handle,		l
and different types of personal protective gear and their usage • State the standard operating procedures • Examine common issues troubleshooting knowledge **Remark of the standard operating procedures or cular saw, jig saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescopic/Undermount runner, handle,		l
personal protective gear and their usage • State the standard operating procedures • Examine common issues troubleshooting knowledge saw, planner, router, drill machine, sander etc accesso- ries:- ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges:- butt hinges, auto clos- ing hinges:-0 crank,0.5 crank,16 crank, drawer runner:- telescop- ic/un- der-mount runner, handle,	precautions to be taken	holding
gear and their usage State the standard operating procedures Examine common issues troubleshooting knowledge saw, jig saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges; auto closing hinges; -0 crank, 9.5 crank, 16 crank, 9.5 crank, 9	and different types of	tools: -t bar
State the standard operating procedures Examine common issues troubleshooting knowledge Examine common issues troubleshooting knowledge Examine common issues troubleshooting knowledge Examine common issue, jig saw, planner, router, drill machine, sander ett accessories: - adhesiwe, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges; - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, 16 crank, 16 crank, 16 crank, 16 crank, 16 crank, 17 crank, 18	personal protective	clamp, g
operating procedures Examine common issues troubleshooting knowledge knowledge knowledge saw, jig saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescopic/under-mount runner, handle,	gear and their usage	clamp
operating procedures Examine common issues troubleshooting knowledge knowledge knowledge saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescopic/under-mount runner, handle,	State the standard	power
Examine common issues troubleshooting knowledge Remarks the same of	operating procedures	
issues troubleshooting knowledge saw, jig saw, planner, router, drill machine, sander etc accessories: - adhesive, screw (different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank,95 crank,16 crank, drawer runner: - telescopic/under-mount runner, handle,		cular
knowledge saw, planner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
ner, router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
router, drill machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
machine, sander etc accesso- ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
sander etc accesso- ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
accessories: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
ries: - ad- hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
hesive, screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		l
screw (different size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank, 9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
(different size), nail, PVC edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank, 9.5 crank, 16 crank, drawer runner: - telescopic/under-mount runner, handle,		l
size), nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
nail, PVC edge band- ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		· · ·
edge banding tape, hardware: - hinges: - butt hinges, auto closing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescopic/un- der-mount runner, handle,		
ing tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
tape, hardware: - hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		l I
hardware: - hinges: - butt hinges, auto closing hinges: - 0 crank,9.5 crank,16 crank, drawer runner: - telescopic/un- der-mount runner, handle,		
- hinges: - butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
butt hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		l I
hinges, auto clos- ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
auto closing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		l I
ing hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
hinges: -0 crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
crank,9.5 crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
crank,16 crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
crank, drawer runner: - telescop- ic/un- der-mount runner, handle,		
drawer runner: - telescop- ic/un- der-mount runner, handle,		
runner: - telescop- ic/un- der-mount runner, handle,		
telescop- ic/un- der-mount runner, handle,		
ic/un- der-mount runner, handle,		
der-mount runner, handle,		
runner, handle,		
handle,		
knob,		
locks: -door		l I
locks/mul-		
tipurpose		
lock		lock

Writing Skills	 Document the information communicated / observations if any related to the process Develop reports, information documents to internal departments/ internal teams 	FFS/N0107 SA1, SA2,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Hand tools: - measure- ment tools: - measure- ment tape, steel rule, zigzag rule, folding rule marking tools: -pencil, marking knife, marking thread striking tools: - cross peen ham- mer, mallet planing tools: -jack plane, smoothing plane, block plane, com- pass plane, spoke shave sharpening tools: -oil stone, triangular file sawing tools: -hand saw, com- pass saw, coping saw testing tools: - try square, mi- tre square, sprit level, water level	Theory (03:00) Practical (04:00)
				square, mi- tre square, sprit level,	

		T .	1		
				mortise	
				chisel	
				holding	
				tools: -t bar	
				clamp, g	
				clamp	
				power	
				tools: -cir-	
				cular	
				saw, jig	
				saw, plan-	
				ner,	
				router, drill	
				machine,	
				sander etc	
				accesso-	
				ries: - ad-	
				hesive,	
				screw	
				(different	
				size),	
				nail, PVC	
				edge band-	
				ing	
				tape,	
				hardware:	
				- hinges: -	
				butt	
				hinges,	
				auto clos-	
				ing	
				hinges: -0	
				crank,9.5	
				crank,16	
				crank,	
				drawer	
				runner: -	
				telescop-	
				ic/un-	
				der-mount	
				runner,	
				handle,	
				knob,	
				locks: -door	
				locks/mul-	
				tipurpose	
				lock	
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Reading	 Use the latest trends and knowledge to keep yourself updated by reading magazines/ research material Practise reading and interpreting the process required for conducting the assigned work Demonstrate reading internal information documents sent by internal teams 	FFS/N0107 SA3, SA4, SA5	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Hand tools: - measure- ment tools: - measure- ment tape, steel rule, zigzag rule, folding rule marking tools: - pencil, marking knife, marking thread striking tools: - cross peen ham- mer, mallet planing tools: -jack plane, smoothing plane, block plane, com- pass plane, spoke shave sharpening tools: -oil stone, triangular file sawing tools: - hand saw, com- pass saw, coping saw testing tools: - try square, mi-	Theory (03:00) Practical (04:00)
				hand saw, com- pass saw, coping saw testing	
				square, mi- tre square, sprit level, water level	
				pipe, chipping tools: - firmer/bev- el chisel,	

		T .	1		
				mortise	
				chisel	
				holding	
				tools: -t bar	
				clamp, g	
				clamp	
				power	
				tools: -cir-	
				cular	
				saw, jig	
				saw, plan-	
				ner,	
				router, drill	
				machine,	
				sander etc	
				accesso-	
				ries: - ad-	
				hesive,	
				screw	
				(different	
				size),	
				nail, PVC	
				edge band-	
				ing	
				tape,	
				hardware:	
				- hinges: -	
				butt	
				hinges,	
				auto clos-	
				ing	
				hinges: -0	
				crank,9.5	
				crank,16	
				crank,	
				drawer	
				runner: -	
				telescop-	
				ic/un-	
				der-mount	
				runner,	
				handle,	
				knob,	
				locks: -door	
				locks/mul-	
				tipurpose	
				lock	
				.501	

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	Oral	Discuss the task	FFS/N0107	Facilitator-led	Hand	7
	Communi-	lists, schedules, and		discussion/	tools: -	
	cation	activities		Interactive	measure-	Theory
	(Listening	Demonstrate effective	SA6, SA7,	lecture,	ment	(03:00)
	and Speak-	communication with	SA8, SA9,	Practical	tools: -	
	ing	team members and	SA10,	demonstration	measure-	Practical
	skills)	customers	ĺ		ment tape,	
	,	Practise listening			steel	(04:00)
		attentively and			rule, zigzag	(01.00)
		comprehend the			rule,	
		•			folding rule	
		information given by			_	
		the speaker			marking	
		Demonstrate			tools:	
		the method to			-pencil,	
		communicate clearly			marking	
		on the issues being			knife,	
		faced and clarify			marking	
		queries			thread	
		 Practise sharing best 			striking	
		practices with peers			tools: -	
					cross	
					peen ham-	
					mer, mallet	
					planing	
					tools: -jack	
					plane,	
					smoothing	
					plane,	
					block	
					plane, com-	
					pass	
					plane,	
					spoke	
					shave	
					sharpening	
					tools: -oil	
					stone,	
					triangular	
					file	
					sawing	
					tools: -	
					hand	
					saw, com-	
					pass saw,	
					coping saw	
					testing	
					tools: - try	
					square, mi-	
					tre square,	
					sprit level,	
					water level	
					pipe,	
					chipping	
					tools: -	
					firmer/bev-	
					el chisel,	
					,	

	T .	F		
			mortise	
			chisel	
			holding	
			tools: -t bar	
			clamp, g	
			clamp	
			power	
			tools: -cir-	
			cular	
			saw, jig	
			saw, plan-	
			ner,	
			router, drill	
			machine,	
			sander etc	
			accesso-	
			ries: - ad-	
			hesive,	
			screw	
			(different	
			size),	
			nail, PVC	
			edge band-	
			ing	
			tape,	
			hardware:	
			- hinges: -	
			butt	
			hinges,	
			auto clos-	
			ing	
			hinges: -0	
			crank,9.5	
			crank,16	
			crank,	
			drawer	
			runner: -	
			telescop-	
			ic/un-	
			der-mount	
			runner,	
			handle,	
			knob,	
			locks: -door	
			locks/mul-	
			tipurpose	
			lock	

				1	1
Decision	Assess the ability to	FFS/N0107	Facilitator-led	Hand	7
Making	troubleshoot common		discussion/	tools: -	
and Plan-	concerns faced	SB1, SB20.	Interactive	measure-	Theory
ning and	Practise taking	SB3, SB4,	lecture,	ment	(03:00)
Organizing	appropriate decisions	SB5, SB6,	Practical	tools: -	
0.80	related to own	SB7	demonstration	measure-	Practical
	responsibilities	357	demonstration	ment tape,	ractical
	to deliver within			steel	(04:00)
				1	(04.00)
	prescribed time and as			rule, zigzag	
	per quality standards			rule,	
	Plan and prioritize the			folding rule	
	work order and jobs			marking	
	received			tools:	
	 Organize and conduct 			-pencil,	
	work in an optimal			marking	
	manner			knife,	
	Plan to utilize time and			marking	
	equipment's effectively			thread	
	Practice concentrating			striking	
	on task and ability to			tools: -	
	complete within the			cross	
	time limits			peen ham-	
	Demonstrate record			mer, mallet	
	keeping and proper			planing	
	documentation			tools: -jack	
				plane,	
				smoothing	
				plane,	
				block	
				plane, com-	
				I -	
				pass	
				plane,	
				spoke	
				shave	
				sharpening	
				tools: -oil	
				stone,	
				triangular	
				file	
				sawing	
				tools: -	
				hand	
				saw, com-	
				pass saw,	
				coping saw	
				testing	
				tools: - try	
				square, mi-	
				tre square,	
				sprit level,	
				water level	
				pipe,	
				chipping	
				tools: -	
				firmer/bev-	
				el chisel,	
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 1			
		mortise	
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		clamp, g	
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		tools: -cir-	
		cular	
		saw, jig	
		saw, plan-	
		ner,	
		router, drill	
		machine,	
		sander etc	
		accesso-	
		ries: - ad-	
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		screw	
		(different	
		size),	
		nail, PVC	
		edge band-	
		ing	
		tape,	
		hardware:	
		- hinges: -	
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		hinges: -0	
		crank,9.5	
		crank,16	
		crank,	
		drawer	
		runner: -	
		telescop-	
		ic/un-	
		der-mount	
		runner,	
		handle,	
		knob,	
		locks: -door	
		locks/mul-	
		tipurpose	
		lock	
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		T		1	1
Problem	Solve problems and	FFS/N0107	Facilitator-led	Hand	8
Solving	support lead/manager		discussion/	tools: -	
Ability and	by detailing and		Interactive	measure-	Theory
Critical	discussing the possible	SB11, SB12,	lecture,	ment	(04:00)
Thinking	solutions	SB15, SB16	Practical	tools: -	
	 Practice identifying 		demonstration	measure-	Practical
	common causes of			ment tape,	
	errors quickly and help			steel	(04:00)
	in resolution			rule, zigzag	
	Participate in the task			rule,	
	of reasoning skills to			folding rule	
	identify and resolve			marking	
	underlying problems			tools:	
	Use acquired			-pencil,	
	knowledge of the			marking	
	process and apply the			knife,	
	information gathered			marking	
	from observation,			thread	
	experience, reasoning,			striking	
	or communication to			tools: -	
	act efficiently			cross	
	decementary			peen ham-	
				mer, mallet	
				planing	
				tools: -jack	
				plane,	
				smoothing	
				plane,	
				block	
				plane, com-	
				pass	
				plane,	
				spoke	
				shave	
				sharpening	
				tools: -oil	
				stone,	
				triangular	
				file	
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				coping saw	
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				tools: - try	
				square, mi-	
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				water level	
				pipe,	
				chipping	
				tools: -	
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				mortise	
				chisel	
				holding	
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				clamp, g	
				clamp	
				power	
				tools: -cir-	
				cular	
				saw, jig	
				saw, plan-	
				ner,	
				router, drill	
				machine,	
				sander etc	
				accesso-	
				ries: - ad-	
				hesive,	
				screw	
				(different	
				size),	
				nail, PVC	
				edge band-	
				ing	
				tape,	
				hardware:	
				- hinges: -	
				butt	
				hinges,	
				auto clos-	
				ing	
				hinges: -0	
				crank,9.5	
				crank,16	
				crank,	
				drawer	
				runner: -	
				telescop-	
				ic/un-	
				der-mount	
				runner,	
				handle,	
				knob,	
				locks: -door	
				locks/mul-	
				tipurpose	
				lock	
				.5011	

11	Review Post Completion Corresponding NOS Code FFS/N0107	Post Completion Process	Perform post- completion check the furniture and fitting concerning measurement, steadiness, overall finish, placement, levelling, configuration, functioning, etc Participate in the task of any on-site modifications or touch up that may be required Practice cleaning of the work area List the inputs/ feedback received by supervisor /client to incorporate at work Perform the completion of the procedural documents post-completion and	FFS/N0107 PC21,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	8 Theory (3:00) Practical (5:00)
		Organizational Context (Knowledge Of the organization	undertake customer signoff for completion of work Collect all the tools and remove from the site List various organizational processes and procedures, code of conduct, reporting matrix and escalation hierarchy Discuss organisation	FFS/N0107 KA1, KA2, KA3, KA4, KA5, KA6,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	8 Theory (4:00) Practical (4:00)
		and its processes)	products and services Prepare information about the organisation clients and previous design developed Inspect common hazards in the work area and relevant safety and security procedures/manuals to be followed Implement a waste disposal policy Collect organisation's documentation and reporting policy				

Technical Knowledge	 Discuss work specifications and interpret them accurately Explain carpentry knowledge of tools and equipment needed while making furniture Discuss the usage of tools and equipment's and their safe handling Focus on the measurements of length, width & depth of various materials and work with precision. Classify different kinds of wood and their properties Demonstrate the making of wooden furniture and techniques Test the materials/ hardware, e.g., screws, nails, adhesives, etc. used Analyze the current market trends and customer preferences Practice loading and unloading of wood and other materials Comply with the safety standards and precautions to be taken and different types of personal protective gear and their usage 	FFS/N0107 KB16, KB17, KB18, KB20, KB22, KB23, KB25, KB26, KB27, KB29	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack-board, chalk 2 packet, duster 1 pc	8 Theory (4:00) Practical (4:00)
Writing Skills and Reading Skills	 Demonstrate ways to document the information communicated / observations if any related to process Prepare reports, information documents to internal departments/ internal teams Comply with the latest trends and knowledge by reading magazines/ research material to keep yourself updated 	FFS/N0107 SA1, SA2, SA3, SA4, SA5	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	Theory (3:00) Practical (3:00)

	 Practise reading and interpreting the process required for conducting the assigned work Inspect the internal information documents sent by internal teams 				
Oral Communication (Listenin and Spe ing skills)	·	FFS/N0107 SA6, SA7, SA8, SA9, SA10,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	6 Theory (3:00) Practical (3:00)
Professional Skills	 Practice taking appropriate decisions related to own responsibilities and delivering within prescribed time and as per quality standards Use time and equipment's effectively Practice concentrating on task and ability to complete with time limits Perform record keeping and proper documentation Identify different customer cultures/ faiths and responding appropriately Identify common causes of errors and help in resolution Evaluate and suggest ways to further streamline process Use reasoning skills to identify and resolve basic problems 	FFS/N0107 SB2, SB5, SB6, SB7, SB10, SB12, SB14, SB15	Facilitator-led discussion/ Interactive lecture, Practical demonstration	1xblack- board, chalk 2 packet, duster 1 pc	6 Theory (3:00) Practical (3:00)

4.5		1			10:			
12	Carry out	Lock	•	Identify the type of	FFS/N5703	Facilitator-led	Drill	8
	lock in-	Installation		lock (Mortice lock, Rim		discussion/	machine,	
	stallation	Activities		lock,	PC4, PC15,	Interactive	marking	Theory
	activities		•	Assemble the	KA5, KB1	lecture,	tools,	(4:00)
				appropriate tools		Practical	measure-	
	Corre-			and equipment and		demonstration	ment tools,	Practical
	sponding			sharpen the tools			try square,	
	NOS Code			before working			chisel, mor-	(4:00)
	FFS/N5703		•	Comply with the			tise chisel,	
				instructions of lock			mallet,	
				manufacture			marking	
			•	Practice placing lock			& mortise	
				marking on the door as			gauge, drill	
				per lock manufacture's			bits all size,	
				jig and template			different	
			•	Instruct the students to			type of	
				lay down floor safety			screw-	
				guard before mortising			driver,	
				or lock installation			safety floor	
			•	Use the correct size			guard, test-	
				of chisel/drill bits			ing tools	
				for mortising as per				
				mortice lock body				
			•	Align the mortice lock				
				with door				
			•	Identify and ensure				
				that marking for				
				striking plate must be				
				aligned with the lock				
				body				
			•	Analyze and ensure				
				lock body is aligned				
				in according to with				
				striking plate				
			•	Examine whether the				
				lock handle is aligned				
				in according to with				
				door (not slanted)				
			•	Use a screwdriver to				
				tighten the screws				
			•	Analyze the length of				
				flat strip/square spindle				
				as per the thickness of				
				the door				
			•	Utilize the key to check				
				the functioning of lock				
				deadbolt, latch				
	1	J.						

		 Practice keeping the work area free from all debris, dust Identify customers enquiry, if any, after proper lock installation Drill appropriate holes on the door using the drill machine Perform a check on the functioning of a lock by using the key Discuss the method to handle tools and equipment safely and the health and safety implications of not doing so Explain the main types of locks, units 				
		assembled				
	Identifi- cation of different locks	 Identify different types of locks Differentiate between the types of locks Select the right kind of lock as per specifications Use the appropriate drill blades, depending on the thickness of the door Identify the length of the flat strip and screw to be cut as per the width of the door Classify different types of door functions Select the type and alignment of lock as per functioning of door 	FFS/N5703 PC3, PC8, KB4, KB5	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Drill machine, marking tools, measure- ment tools, try square, chisel, mortise chisel, mallet, marking & mortise gauge, drill bits all size, different type of screw- driver, safety floor guard, test- ing tools	8 Theory (4:00) Practical (4:00)

		Cleaning of Equip- ment	clear area mish Iden equi to be Use mate	orm a regular ning of the work to prevent naps tify the tools and pment that needs e cleaned appropriate erials to clean the s and equipment	FFS/N5703 PC16, PC17	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Drill machine, marking tools, measure- ment tools, try square, chisel, mor- tise chisel, mallet, marking & mortise gauge, drill bits all size, different type of screw- driver, safety floor guard, test- ing tools	8 Theory (4:00) Practical (4:00)
loc re an vid Co sp NO	erform ck epairing nd ser- ces orre- conding OS Code ES/5704	Lock Repairing Services	probas procom Insprince I	appropriate tools equipment to be I to repair the lock ect the lock for any	FFS/5704 SB3, SB4, SB6,	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Mortice lock, rim lock, vert bolt lock, cylindrical lock, different types of screw, hole saw cutter blade, hex saw, etc.	8 Theory (4:00) Practical (4:00)

	 Practice working according to the required schedule Review defects, if any and take an appropriate decision 				
Organiza- tional Context	 Discuss the expectations and responsibilities of the job role State the organization's rules, codes, guidelines, and standards List common problems associated with the products Identify the person to contact in case of queries on procedure or products Demonstrate the ways to handle tools and equipment safely and the health and safety implications of not doing so 	FFS/5704 KA1, KA2, KA3, KA4, KA5	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Mortice lock, rim lock, vert bolt lock, cylindri- cal lock, different types of screw, hole saw cutter blade, hex saw, etc.	8 Theory (4:00) Practical (4:00)
Technical Knowledge	 Discuss the methods to check the warranty of lock Classify different Lock systems- Discuss the process of operating different locks Identify different tools and equipment Discuss different lock problems/faults State different problems in locks Explain the cleaning and maintenance procedures Identify problems Discuss dismantling and assembling procedures Perform inspection to identify process and product problems Practice handling and storage of different tools and equipment Employ proper disposal system for waste and by-product 	FFS/5704 KB1, KB3, KB4, KB5, KB6, KB7, KB8, KB9, KB10, KB11, KB12, KB13, KB14, KB15	Facilitator-led discussion/ Interactive lecture, Practical demonstration	Mortice lock, rim lock, vert bolt lock, cylindri- cal lock, different types of screw, hole saw cutter blade, hex saw, etc.	8 Theory (4:00) Practical (4:00)

	 Comply with the safety procedure while operating powered tools Perform visual inspection for any errors 		
	Total		Theory 148 hrs
			Practical 208 hrs

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Lead Carpenter Wooden Furniture				
Job Role Lead Carpenter Wooden Furniture				
Qualification Pack	FFS/Q0104, Version 1.0			
Sector Skill Council Furniture & Fittings Skill Council				

S. 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 center (as per assessment criteria below)
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable		Total	Out	Marks A	llocation
Outcomes	Assessment Criteria for Outcomes		Of	Theory	Skills Practical
FFS/N0106 (Plan and organize wood work to	PC1. Identifying and evaluate the nature of work & requirement in terms of style, shape, design pattern, dimensions etc. and detailing of work needed on furniture		12	2	10
meet expected outcome)	PC2. Getting requisite approval on the cost budget and timelines before work initiation		8	2	6
	PC3. Ensuring compliance to all the required documentation		8	2	6
	PC4. Preparing sketches as per requirements of the customer in case of absence of such drawing/sketch and seek requisite approvals	100	10	2	8
	PC5. Planning and organising the activities/steps to be taken to execute the work in accordance with the timeline/schedule and the sequence		12	2	10
	PC6. Agreeing upon working parameters like space to work, lighting, etc. with the supervisor and the client when the work is to be conducted at the client site		8	2	6

	PC7. 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, planning tools (e.g. electric planer, hand plane), sanding tools (e.g. sandpaper, belt sander), etc.		8	2	6
	PC8. Collecting the wood log and inspect the same to ensure it is free from defects		8	2	6
	PC9. Assisting the team in collecting all hardware (e.g. nails, adhesives) needed and undertaking procurement if in shortage, post supervisor approval		8	2	6
	PC10. Ensuring that the required tools and equipment's/ machines/other materials are in proper working condition		5	1	4
	PC11. Reporting on any shortage or defect of raw materials to the supervisor/concerned person and raising a request for procurement if any specific tool/equipment is needed for the work		8	2	6
	PC12. Ensuring to arrange /place the raw materials and tools in an appropriate manner to have enough space to work		5	1	4
		Total	100	20	80
FFS/N0107 (Make furniture)	PC1. Studying the technical drawings and start marking on the wood as per the dimensions in the drawing using trysquare, scriber, etc.		5	1	4
	PC2. Providing assistance in cutting the wood as per the specified measurements using appropriate tools and equipment, e.g., hand saw, table saw, circular saw, chisels, cutter machine, etc.		5	1	4
	PC3. Validating that the cut components are in line with the design specifications		3	1	2
	PC4. Giving shape to the furniture component, e.g. round or oval etc., as per the drawing using appropriate tools and running a planer over the wooden surface. Tools like e.g. saw, rasp, file, hand plane, electric planer, spoke shave, etc.		5	1	4
	PC5. Ensuring that cut components are placed in their designated places		3	1	2
	PC6. Beginning marking and making provision for joineries on wooden components and facilitating joining by using adhesive, nail or screws	100	5	1	4
	PC7. Conducting a visual check for any errors or damages at regular intervals		3	1	2
	PC8. Cutting laminate/veneer sheet to size in case stated in design and pasting with adhesives on the surface of furniture		5	1	4
	PC9. Aligning and positioning the furniture components/ parts according to the drawing and as required for joining		4	1	3
	PC10. Assembling the components ensuring correct fit and secure them in position using screws, nails or dowel or adhesives, etc.		5	1	4
	PC11. Ensuring to cover all the open edges using tape or putty, etc.		3	1	2
	PC12. Smoothing the wooden surfaces using sanding tools, e.g. sand paper, belt sander, orbital sander, etc. and polishing if needed and finish it to required specifications		5	1	4

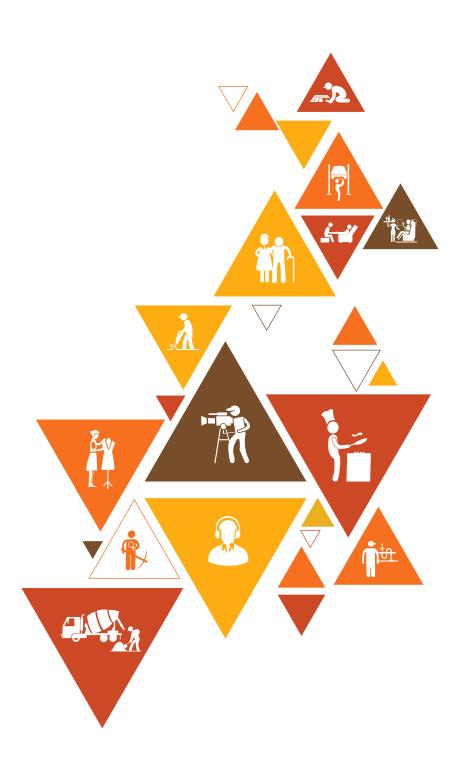
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	PC13. Smoothing the component or repair/replace the parts as needed for an old structure		3	1	2
	PC14. Gathering all the hardware fittings that are required to be fitted onto the furniture basis the design, e.g., door and cabinet hinges, latches, drawer sliding channels, locks, etc.		5	1	4
	PC15. Initiating markings on the furniture and using appropriate tools fasten /place the fittings at the required place, e.g. drill machine, hammer etc.		5	1	4
	PC16. Checking for overall accuracy and quality in terms of measurements, fitting of assembled parts, rigidity, steadiness, levelling, etc.		4	1	3
	PC17. Rectifying if any defects are found or incorporate if any improvement feedback is received		3	1	2
	PC18. Ensuring to wipe the furniture and remove any dust, etc.		3	1	2
	PC19. Conducting post completion quality check of the furniture and fitting with respect to measurements, steadiness, overall finish, placement, levelling, configuration, functioning, etc. in line with organisation practice		5	1	4
	PC20. Conducting any on site modifications that may be required and/or touch up if needed		4	1	3
	PC21. Gathering all the tools and remove from the site		4	1	3
	PC22. Removing all the debris from the site and clean the work area		4	1	3
	PC23. Taking note of inputs/ feedback received by supervisor /client to incorporate at work		4	1	3
	PC24. Ensuring completion of the procedural documents post completion and undertaking customer signoff digitally or on paper as acknowledgment for completion of work in compliance to customer needs		4	1	3
		Total	100	20	80
FFS/N8601 (Ensure health	PC1. Working safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1
and safety at workplace)	PC2. Ensuring that health and safety instructions applicable to the work place are being followed		3	1	2
	PC3. Checking the worksite for any possible health and safety hazards		3	1	2
	PC4. Following manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment	100	3	1	2
	PC5. Ensuring safe handling and disposal of waste and debris		3	0	3
	PC6. Identifying and reporting 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. Undertaking first aid activities in case of any accident, if required and asked to do so		3	0	3

3	0	3
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4	2	2
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3	0	3
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	PC29. Responding promptly and appropriately to an accident situation or medical emergency		3	0	3
	PC30. Participating 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. Using 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 and gases, 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. Stating 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
FFS/N8501 (Maintain work	PC1. Handling materials, machinery, equipment and tools safely and correctly		8	4	4
area, tools and machines)	PC2. Using correct handling procedures		8	4	4
	PC3. Using materials to minimize waste		8	4	4
	PC4. Preparing and organising work		8	4	4
	PC5. Maintaining a clean and hazard free working area		8	4	4
	PC6. Dealing with work interruptions		8	4	4
	PC7. Maintaining tools equipment and consumables		8	4	4
	PC8. Working in a comfortable position with the correct posture	100	8	4	4
	PC9. Using cleaning equipment and methods appropriate for the work to be carried out		8	4	4
	PC10. Disposing of waste safely in the designated location		8	5	3
	PC11. Storing cleaning equipment safely after use		7	3	4
	PC12. Ensuring safe and correct handling of materials, equipment and tools		7	3	4
	PC13. Maintaining appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3
		Total	100	50	50
FFS/N8801 (Work effectively with	PC1. Seeking assistance from supervisor or any such appropriate authority as and when required	100	3	1	2
others)					

	PC3. Seeking and obtaining clarifications on policies and procedures from the supervisor or other authorised personnel		5	5	0
	PC4. Identifying and reporting any possible deviations to appropriate authority		3	1	2
	PC5. Addressing the problems effectively and reporting if required to immediate supervisor appropriately		5	2	3
	PC6. Receiving instructions clearly from superiors and responding effectively on the same		3	1	2
	PC7. Following escalation matrix in case of any grievance		6	4	2
	PC8. Receiving accurately information and instructions from the supervisor related to one's work		5	3	2
	PC9. Coordinating and cooperating with colleagues to achieve work objectives		5	0	5
	PC10. Displaying courteous behaviour at all times		5	0	5
	PC11. Responding politely to customer queries and other team members		5	1	4
	PC12. Following work place dress code		5	0	5
	PC13. Keeping work area in a tidy and organised state		5	0	5
	PC14. Adhering to time lines and quality standards		5	2	3
	PC15. Following organizational policies and procedures		4	4	0
	PC16. Sharing information with team wherever and whenever required to enhance quality and productivity at work place		5	2	3
	PC17. Working together with co-workers in a synchronized manner		6	0	6
	PC18. Communicating with others clearly at a pace and in a manner that helps them to understand		6	3	3
	PC19. Showing respect to other and their work		5	0	5
	PC20. Displaying active listening skills while interacting with others at work		5	0	5
	PC21. Demonstrating responsible and disciplined behaviours at the workplace disciplined behaviours: 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
	Optional: Set A-FFS/Q5703- Lock Installer				
Assessable	Assessment Criteria for Outcomes	Total	Out Of	Marks A	
Outcomes		Mark		Theory	Skills Practical
FFS/N5703 (Carry out lock	PC1. Identifying the type of lock as per the design and functioning of the door/window		7	1	6
installation activities)	PC2. Placing the lock marker if provided in the lock set on the designated location	100 5	5	1	4
	PC3. Choosing appropriate drill blades, depending on the thickness of the door		7	1	6
	PC4. Drilling appropriate holes on the door using the drill machine		7	1	6

	Grand Total		700	190	510
		Total	100	20	80
	PC10. Reporting the problem to retailer/company if lock cannot be repaired and the problem persists		10	2	8
	PC9. Ensuring proper functioning of the lock using appropriate methods		10	2	8
	PC8. Assembling the lock system after the repair as per the standard procedure		10	2	8
	PC7. Changing the defective component of the lock as per the organizational procedures		10	2	8
	PC6. Using appropriate tools and equipment to be used to repair the lock	100	12	2	10
	PC5. Identifying the cause of the fault based on the inspection		12	2	10
	PC4. Dismantling the lock if required to get a better understanding of the faults		10	2	8
servicing)	PC3. Checking visually the lock for any fault		7	1	6
(Perform lock repairing and	PC2. Identifying the possible problem/problems in the lock as per the complains of the customer		12	2	10
FFS/N5704	PC1. Checking warranty of lock prior to initiating work service		7	1	6
		Total	100	20	80
	PC17. Using appropriate materials to clean the tools and equipment		5	1	4
	PC16. Cleaning the work area to prevent mishaps		4	1	3
	PC15. Checking functioning of lock by using the key		5	1	4
	PC14. Making necessary adjustments if the lock and the latch is not aligned		6	1	5
	PC13. Ensuring lock body is aligned in accordance with door latch		7	1	6
	PC12. Securing the latch with screws		5	1	4
	PC11. Making chippings on the door using a chisel to ensure the latch fits in the door		6	1	5
	PC10. Marking the area latch assembly unit using a marker		6	1	5
	PC9. Placing the latch assembly on the door frame as per the alignment of lock on the door		7	1	6
	PC8. Identifying the length of the flat strip and screw to be cut as per the thickness of the door		7	1	6
	PC7. Securing the lock retainer on the other portion of the door with lock fixing screws with screwdriver		6	1	5
	PC6. Placing the lock retainer plate on the other side of the door		5	1	4
	PC5. Placing the front portion of the lock with the logo upward, in the front part of the door		5	1	4











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Price: