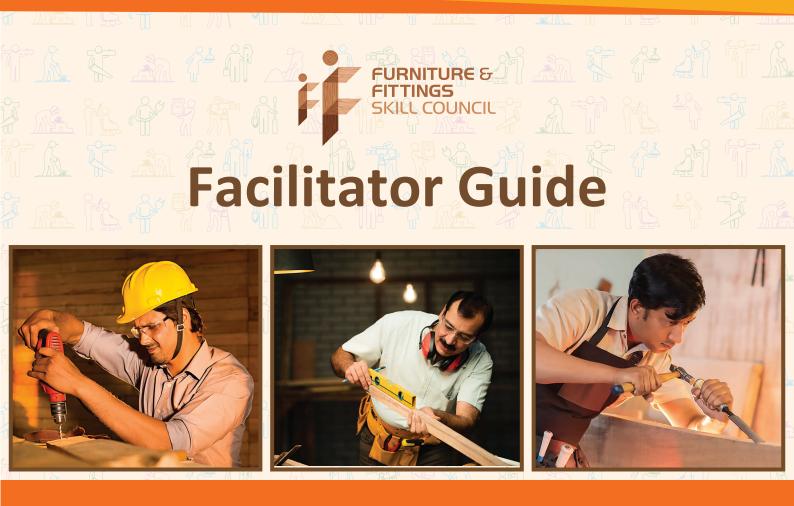




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Transforming the skill landscape



Sector Furniture and Fittings

Sub-Sector Modular Furniture

Occupation Production- Modular Furniture

Reference ID: FFS/Q5102, Version 1.0 NSQF level: 3

# Cabinet Maker Modular Kitchen

#### **Published by**



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Shri Narendra Modi Prime Minister of India



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The preparation of this Facilitator Guide would not have been possible without the Furniture and Fittings industry's support. Industry feedback has been extremely encouraging, from inception to conclusion, and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

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

#### - About this Guide

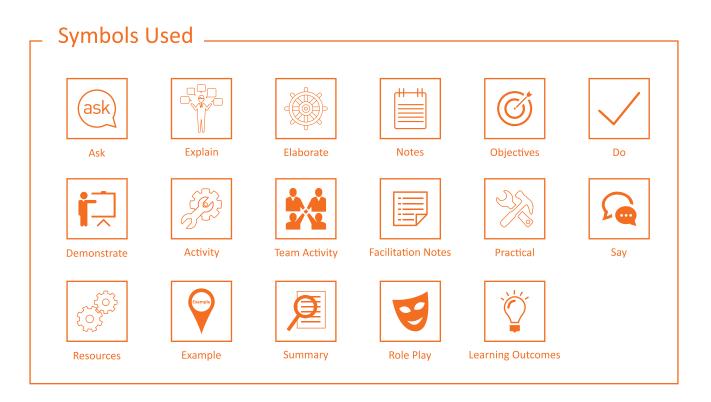
The Facilitator Guide (FG) for cabinet maker is primarily designed to facilitate skill development and training of people, who want to become professional cabinet makers of modular kitchen.

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

It includes the following National Occupational Standards (NOSs)-

- Make Modular Kitchen (FFS/N5102)
- Ensure Health and Safety at Workplace (FFS/N8601)
- Maintain Work Area, Tools and Machines (FFS/N8501)
- Work Effectively With Others (FFS/N8801)

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



# Table of Contents

S. No	Modules and Units	Page No
1.	Make Modular Kitchen (FFS/N5102)	1
	Unit 1.1 - Basic Introduction to the Responsibilities of a Cabinet Maker	3
	Unit 1.2 - Make Modular Kitchen	6
	Unit 1.3 - Understand Kitchen Layout	10
	Unit 1.4 - Making of Furniture and Assembling of Parts	13
	Unit 1.5 - Different Types of Tools and Equipment and the Processes of Operating	18
2.	Maintain Work Area Tools and Machines (FFS/N8501)	25
	Unit 2.1 - Follow Safe Working Practices while at Work	27
	Unit 2.2 - Organizational Procedures for Safe Handling of Tools and Equipment	30
	Unit 2.3 - Respond to an Emergency Situation	32
	Unit 2.4 - Organizational Reporting Protocol	34
	Unit 2.5 - Various Types of Safety Signs	36
	Unit 2.6 - Deal with an Accident Involving Human Life	38
	Unit 2.7 - Different Types of Personal Protective Gear	40
	Unit 2.8 - Basic First Aid Treatment Relevant to the Condition	42
	Unit 2.9 - Preventative and Remedial Actions for Exposure to Toxic Materials	44
	Unit 2.10 - Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration	46
3.	Ensure health and safety at the workplace (FFS/N8601)	49
	Unit 3.1 - Health and Safety Hazards and Precautions	51
	Unit 3.2 - Potential Risks and Threats	53
	Unit 3.3 - Potential Hazards and Risks which may be Present at Furniture and Fittings Related Workplace	55
	Unit 3.4 - Storage and Handling of Hazardous Substances	57
	Unit 3.5 - Common Health and Safety Practices at Workplace	59
	Unit 3.6 - Different Risks Associated with the Use of Electrical Equipment	61



S. No	Modules and Units	Page No
4.	Fighting Fire (FFS/N8601)	65
	Unit 4.1 - Various Causes of Fire	67
	Unit 4.2 - Different Types of Fire Extinguishers	70
	Unit 4.3 - Techniques of Using Different Fire Extinguishers	72
5.	Safe Lifting Practices and Ergonomics (FFS/N8601)	77
	Unit 5.1 - Safe Lifting Practices	79
	Unit 5.2 - Correct Body Postures	81
	Unit 5.3 - Correct Lifting, Loading , Unloading and Handling Procedures	84
6.	Common Issues, Troubleshooting Knowledge and Method of Inspection (FFS/N8501)	89
	Unit 6.1 - Common Issues Troubleshooting Knowledge	91
	Unit 6.2 - Method of Conducting Visual Inspection for any Errors or Damages	96
7.	Safe Cleaning and Waste Management Practices (FFS/N8501)	101
	Unit 7.1 - Importance of Good Housekeeping	103
	Unit 7.2 - Different Types of Cleaning Equipment & Substances	106
	Unit 7.3 - Safe Working Practices for Cleaning and their Methods	108
	Unit 7.4 - Common Types of Waste and Contaminants in Workplace	110
	Unit 7.5 - Effects of Contamination on Products	113
	Unit 7.6 - Different Ways of Minimizing Waste	115
	Unit 7.7 - Know-How of Cleaning and Waste Disposal Procedures	117
8.	Work Effectively with Others (FFS/N8801)	121
	Unit 8.1 - Work Effectively with Others	123
	Unit 8.2 - Importance of Effective Communication and Establishing Good Working Relationships	127
	Unit 8.3 - Prepare and Organize Work	129



S. No	Modules and Units	Page No
	Unit 8.4 - Decision Making	131
	Unit 8.5 - Problem Solving	133
	Unit 8.6 - Manage Anger and Stress	136
	Unit 8.7 - Manage Time	138
	Unit 8.8 - Set Goals for Oneself and the Team	140
	Unit 8.9 - Understanding Technical Drawings and Blueprints	142
9.	Employability & Entrepreneurship Skills	147
	Unit 9.1 - Personal Strengths & Value Systems Unit	150
	Unit 9.2 - Digital Literacy: A Recap	181
	Unit 9.3 - Money Matters	191
	Unit 9.4 - Preparing for Employment and Self Employment	209
	Unit 9.5 - Understanding Entrepreneurship	225
	Unit 9.6 - Preparing to be an Entrepreneur	249
10.	Annexures	267
	Annexure I: Training Delivery Plan	268
	Annexure II: Assessment Criteria	302









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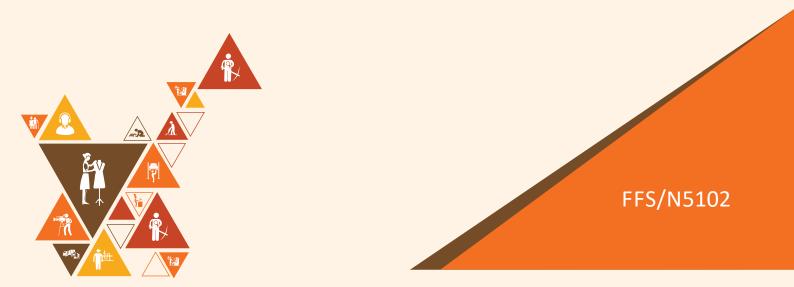
N·S·D·C National Skill Development Corporation

Transforming the skill landscape



# 1. Make Modular Kitchen

- Unit 1.1 Basic Introduction to the Responsibilities of a Cabinet Maker
- Unit 1.2 Make Modular Kitchen
- Unit 1.3 Understand Kitchen Layout
- Unit 1.4 Making of Furniture and Assembling of Parts
- Unit 1.5 Different Types of Tools and Equipment and the Processes of Operating



# Key Learning Outcomes

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

- 1. Evaluate the responsibilities of a cabinet maker
- 2. Practice making modular kitchen
- 3. Describe the kitchen layout in detail
- 4. Demonstrate making of furniture and assembling of parts
- 5. Identify different types of tools and equipment

# Unit 1.1: Basic Introduction to the Responsibilities of a Cabinet Maker

# Unit Objectives

At the end of this session, you will be able to:

- Demonstrate the job responsibilities of a cabinet maker
- List the job skills and personal attributes required

# Resources to be Used

Participant handbook, pen, small writing pad, white board, marker



This is the second session of the program which will give us a brief introduction to the responsibilities of a cabinet maker

# Say 🦻

Good morning and a very warm welcome to this training program 'Cabinet Maker Modular Kitchen'. Before we begin this session let us have a round of interaction.

Ask ask

Ask the participants the following question:

Do you know anyone who works in the Furniture making sector?

Write down participants' answers on whiteboard. Take appropriate cues from the answers to start the lesson.

# Elaborate

In this session, we will discuss the following points:

- Among furniture makers, cabinet makers are woodworkers with a specific specialty.
- These furniture makers construct and install cabinets in kitchens, bathrooms other locations of businesses and homes.
- This job role would require you to work with a vast range of tools like drum sanders, a saw table, dust extraction system etc.
- Cabinet makers need to create drawings for the client that depict what the finished item will look like.

- While carrying out measurements and markings you need to be precise
- Install the suitable hardware, for instance, handles and hinges, and replenish with replacement materials, when needed
- Job Skills and Personal Attributes Required
  - Knowledge of wood, MDF, HDF, ply board, laminates etc.
  - o Knowledge of different type of hardware and adhesives used in cabinet making
  - o Flexibility in terms of adapting their style of work to different types of furniture design
  - An inclination towards aesthetics
  - o Good mathematical skills
  - o Accuracy in measurement

Say 🤷

Let us now participate in an interactive activity.

# Activity

Arrange the class in a semi-circle / circle. Say your name aloud and start playing the game. Say, "Now, each of one you shall continue with the game with your names, till the last person in the circle/semi-circle participates". Listen to and watch the trainees while they play the game. Ask questions and clarify if you are unable to understand or hear a trainee.

Remember to:

- Discourage any queries related to one's financial status, gender-orientation or religious bias during the game
- Try recognizing each trainee by his/her name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration (in mins)	Resources Used
Ice breaker	60 mins	pen, whiteboard, marker

# \_ Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

# \_Say 🖻

Let us participate in another interesting activity for getting a better grasp of the topic.

# Activity 😥

- Tell the trainees that there will be an oral quiz on the topic. Ask them to revise the relevant section.
- Quiz the trainees verbally on the material covered in this section.

Activity	Duration (in mins)	Resources Used
Oral Quiz	15 mins	Whiteboard /Marker

### Did you like the quiz? Can you see how much you already know about the Furniture and Fittings Industry?

# Do 🗹

Say 🦻

Ask the trainees to click a photo of their personal kitchen, which will be needed for the next session's activity.

# Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

### Unit 1.2: Make Modular Kitchen

# Unit Objectives

At the end of this session, you will be able to:

- Demonstrate the preparatory activities for cabinet making
- Create records of architectural features present in the room
- Evaluate the requirements of the client from supervisor

# Resources to be Used

Participant handbook, pen, small writing pad, marker

### Note

This is the third session of the program which will give us an understanding on how to design a modular kitchen.

# Say 🔎

Good morning and a very warm welcome to this training program 'Cabinet Maker Modular Kitchen'. Before we begin this session let us have a round of interaction.

# Ask (ask)

Ask the participants the following question:

Can anyone tell us at least two features of 'modular' furniture?

Write down participants' answers on whiteboard. Take appropriate cues from the answers to start the lesson.

# Elaborate

In this session, we will discuss the following points:

- Take measurements for making layout and designs
- Take records of architectural features present in the room or planned to be installed in the room in near future
- Understand the requirements of the client from supervisor

- Assist in deciding the design shape of kitchen and size of kitchen cabinets with consultation of supervisor and or client
- Discuss with supervisor and or of client regarding placement cabinet systems, division of work zones, shifting of existing electrical outlets, switches, and water and gas connections if necessary

# Say 🦻

Let us now gain a broader understanding of different types of kitchen layouts.

# Explain

L-Shaped Kitchen



#### **U-Shaped Kitchen**



#### Straight Line Kitchen



#### Kitchen with an Island



# Activity

- Remind the trainees about the photo of their personal kitchen they were supposed to take the previous day.
- Tell the class that there will be a practice session where they will have to make 'log book to record the features present in their kitchen at home'.
- Inform the trainees to perform this activity based on the photo of their personal kitchen.
- Check to see if the log book details tally with the kitchen photo.

Activity	Duration (in mins)	Resources Used
Practice Session	15 mins	Notebook, pen, table, chair

# Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

### Unit 1.3: Understand Kitchen Layout



At the end of this session, you will be able to:

- Identify different kitchen layouts
- Analyze and study the drawing (2d/3d) and designs
- Arrange materials and fittings hardware

# Resources to be Used

Participant handbook, pen, small writing pad, whiteboard, marker



This is the fourth session of the program which will give us an understanding of the Kitchen Layout

# Say 🤷

Good morning and a very warm welcome to this training program 'Cabinet Maker Modular Kitchen'. Before we begin this session let us have a round of interaction.

# Ask ask

Ask the participants the following question:

• Can anyone explain what a blueprint is?

Write down participants' answers on whiteboard. Take appropriate cues from the answers to start the lesson.

### Elaborate

In this session, we will discuss the following points:

- Study the design & drawing (2D/3D) prepared by supervisor to further understand the requirement and specifications for the work to be done
- Study the drawing (2D/3D) and designs and understand the requirement Blueprint and its Parts
- Assist in listing out required raw material, furniture, hardware to meet quality standards

- Organize materials and fittings hardware required for manufacturing/assembling in a sequence as per requirement
- Support in assessment for minor repairs or changes required in materials w.r.t roughness, size, alignment, hardware etc.
- Ensure that the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor and also use safety equipment and personal protection equipment

## Activity

- Announce that there will be a practice session with regard to blueprints of a kitchen.
- Show the trainees sample blueprints of modular kitchens.
- Tell the class that they will have to identify the differences between the various Lines and interpret them correctly.
- Appreciate the trainees who answer correctly.

	Activity	Duration (in mins)	Resources Used
I	Practice Session	15 mins	Sample blueprints, table, chair, pen

### Sav 🦻

Now let us participate in an interesting activity. This activity is called "Identify the PPE".

# Activity

- Conduct an "Identify the PPE" session by displaying different pictures of Personal Protective Equipment (PPE) used by workers in the Furniture and Fittings Industry, from your laptop, via an overhead projector.
- Each picture should ideally display a different PPE that is used in the workplace
- Some pictures can be taken from the Participants' Handbook; other pictures are to be collected by the trainer according to the descriptions in the unit.
- Show the pictures one by one.
- Ask the trainees to identify the name of the PPE that the picture is portraying.
- Ask them to explain the reason of using that particular PPE.
- Encourage the trainees to come up with answers.
- Appreciate the best efforts.

Activity	Duration (in mins)	Resources Used
Identify the PPE	30 mins	Participant Handbook, Whiteboard, Notebook, Laptop, Overhead Projector, Laser Pointer, Writing Pad, Pen, Pencil, Marker, etc.

# Activity 2

- Ask the trainees to revise the relevant section.
- Conduct a Surprise quiz by displaying each question on the white display screen, from your laptop, via an overhead projector.
- Provide an A4 sheet to every trainee present in the class.
- The questions will be mainly in the form of Multiple Choice Questions (MCQ).

Activity	Duration (in mins)	Resources Used
Surprize Quiz	20 mins	Whiteboard /Marker, A4-size sheet, pen, table, chair

# Do 🗸

- After the completion of the test, ask the trainees to exchange their papers with the neighbors, so that everybody gets a paper to check.
- Display the correct answers on the white screen from your laptop, via the overhead projector.
- Declare the name of the one who scored the highest.
- Applaud him/her for the good performance.

# Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Answer all the doubts to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

### Unit 1.4: Making of Furniture and Assembling of Parts

# Unit Objectives 🥝

At the end of this session, you will be able to:

- Practice making of furniture and assembling of parts
- Recall the measurement of length, width & depth in mks & fps system
- Demonstrate knowledge of different work zones in kitchen
- Apply the technique of joining the materials with screws, staples, or adhesives
- Explain the technique of touch up of furniture
- Practice smoothening of outer surface of furniture

## Resources to be Used

Participant handbook, pen, small writing pad, whiteboard, marker

### Note [

This is the fifth session of the program which will give us an understanding of the methods of making furniture and assembling of parts.

# Say 5

Good morning and a very warm welcome to this training program 'Cabinet Maker Modular Kitchen'. Before we begin this session let us have a round of interaction.

# Ask ask

Ask the participants the following question:

While making furniture, what does the term "Site Measurement" mean?

Write down participants' answers on whiteboard. Take appropriate cues from the answers to start the lesson.

### Elaborate

In this session, we will discuss the following points:

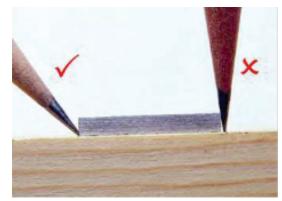
- The process of site measurement for project level work
- Measurement of length, width & depth in MKS & FPS System
- Knowledge of cabinet making process and ability to work with different types of materials
- Different kitchen designs

- Different types of wood
- Various types of furniture accessories, hardware fittings, joineries etc.
- Types of joineries
- Knowledge of different work zones in kitchen and related parts and accessories
- Different types of product and related work. E.g. Base unit, wall unit, crockery units, drawers, storage units, partition, unit for appliances etc.



#### **Tips to Measure Accurately**

Determine what physical quantity you need to measure.



*Fig.1.5.1: Hold the pencil correctly for marking* 

- Select the appropriate tools to measure the said physical quantity. For ex select a commercial measuring tape to measure length of a table.
- Align the tool along the side of the object under measurement (say, aligning the tape along one side of a table whose length is being measured).

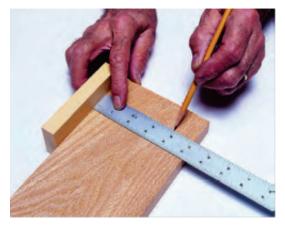


Fig.1.5.2: Align the measuring scale

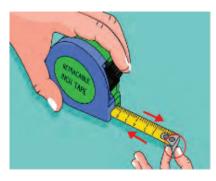


Fig.1.5.3:Mark the wood

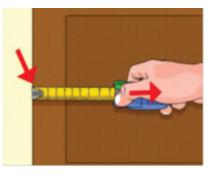


Fig.1.5.4: Use measuring tape correctly

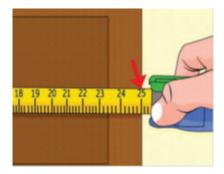
Steps of Measurement:



Hold the tape with one hand and pull out the ribbon with the other hand



Clasp the hook of the tape to the work piece and pull out the spool to the other end



Tip the measuring slide of the tape down against the work piece.

Activity 2

- Announce that there will be a practice session with regard to taking accurate measurement.
- Place the necessary wood samples in front of the class
- Display the tools needed for taking measurements
- Demonstrate the proper method of taking measurements
- Ask three or four trainees to conduct the task once the demonstration is done

Activity	Duration (in mins)	Resources Used
Practice Session	40 mins	Wood samples, table, chair, pen, measuring tape, measuring scale, carpentry pencil



# Say 🤷

Now we will be going to the laboratory to get a first-hand experience regarding various assembling and installation procedures. This is going to be an interesting session and it will also help us to know more about the course that we are studying.

# Activity

- Take the class to the laboratory.
- Show them the following in practical
  - o Cabinet's components and cabinet doors
  - o Create marking to assemble different Parts
  - o Specified joinery techniques and required adhesives/screws
  - o Create markings and install fittings like handles, latch, locks
- Ask them to observe properly.
- Ask them to jot down important observations in a notebook.

Activity	Duration (in mins)	Resources Used
Laboratory Session	60 mins	Pen, Notebook, Participant Handbook

# Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

# Unit 1.5: Different Types of Tools and Equipment and the Processes of Operating

# Unit Objectives

At the end of this session, you will be able to:

- Identify the hand tools used in carpentry
- Identify the power tools used in carpentry
- Identify the woodwork adhesives
- Identify the fastening tools and connectors

Resources to be Used

Participant handbook, pen, small writing pad, whiteboard, marker

Note

This is the sixth session of the program which will give us an understanding of the methods of making furniture and assembling of parts.

# Say 5

Good morning and a very warm welcome to this training program 'Cabinet Maker Modular Kitchen'. Before we begin this session let us have a round of interaction.



Ask the participants the following question:

• Can you name two or three power tools used for making furniture?

Write down participants' answers on whiteboard. Take appropriate cues from the answers to start the lesson.

### Elaborate

In this session, we will discuss the following points:

- Hand tools
- Fasteners and connectors
- Power tools
- Take the measurement as per design drawing and specification and create marking on the plyboard, MDF, HDF etc.

- Cut the pieces as per marking and shape oversized material to required dimensions by using appropriate tools.
- Arrange and check combination of assembling parts manufactured at work site to rectify defects
- Technique of joining the materials with screws, staples, or adhesives and the quantity to be used
- Technique of touch up of furniture for proper finishing
- Smoothening of outer surface of furniture by using plane, rasp file etc.
- Gather all the tools form the work site and place appropriately

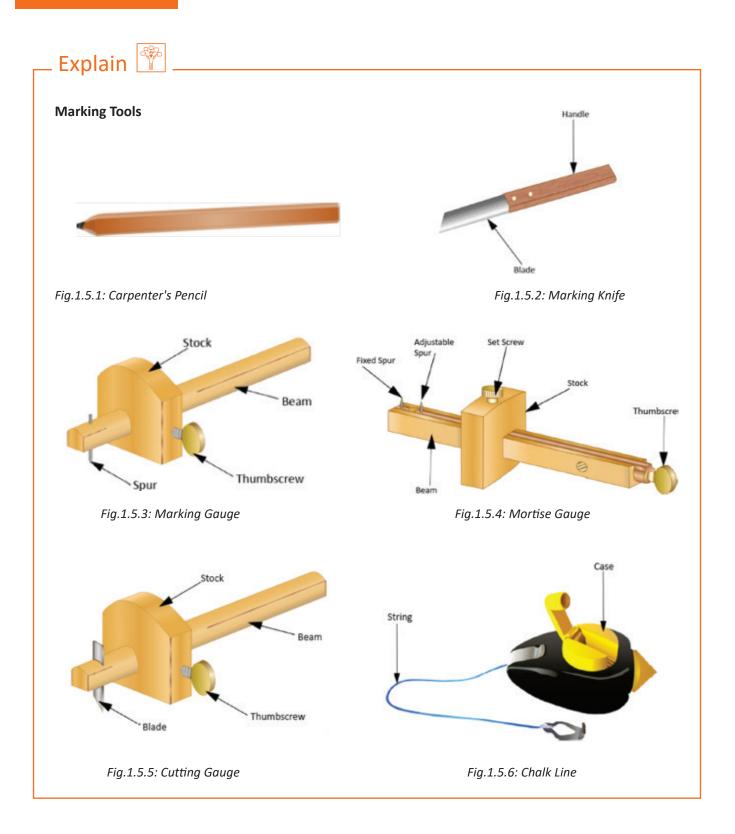
# Say 🦻

Now let us all participate in an interesting activity. We shall all try to identify the tools that we have seen discussing about in the throughout the unit.

# Activity

- Conduct a "Tools Identification" session by displaying different pictures of tools that have been mentioned in the unit, on the white display screen, from your laptop, via an overhead projector.
- Each picture should ideally display a different tool.
- Some pictures can be taken from the Participants' Handbook; others are to be collected by the trainer according to the tools that are described in the unit.
- Show the pictures one by one.
- Pick a random trainee and ask him/her to identify the tool which is on the display screen.
- If the trainee is successful in identifying the tool, ask him/her to explain the purpose of using that particular tool.
- Encourage the trainees to come up with answers.
- Appreciate the best efforts.

Activity	Duration (in mins)	Resources Used
Tools Identification	30 mins	Participant Handbook, Whiteboard, Notebook, Laptop, Overhead Projector, Laser Pointer, Writing Pad, Pen, Pencil, Marker, etc.



# Activity 😥

- Take the class to the laboratory.
- Show them the following in practical
  - French Polishing (Gala Polishing)
  - o Sand Polish

- o Stain Application
- Technique of polishing furniture for proper finishing
- o Solid Wood
- o Engineered Wood
- o Plywood
- o High Density Fibre (HDF)
- o Medium Density Fibre (MDF)
- o Veneer
- o Laminates
- o Block-board
- o Chipboard
- o Boiling waterproof plywood
- Edge Bands (PVC Tapes)
- o Metals (Mild Steel and Stainless Steel)
- Ask them to jot down important observations in a notebook.

Activity	Duration (in mins)	Resources Used
Laboratory Session	60 mins	Pen, Notebook, Participant Handbook, table chair

Answers to Exercises for PHB		
	<ul> <li>in the blanks appropriately:</li> <li>A cabinet maker must see that materials and are appropriately matched to create a uniform appearance for all the matching units.</li> <li>a) food b) grains c) shavings</li> <li>A: grains</li> </ul>	
2.	Before the construction process starts, the cabinet maker needs to make a of the already existing architectural features present in the room. a) example b) PPT c) record A: record	
3.	A kitchen's overall is the shape that is created by the positioning of the major appliances storage areas and countertop. a) layout b) theme c) lighting) A: layout	
4.	are the work orders circulated internally within the organization. a) Employee Ordersb) Supervisor Orders c) Job Orders A: Job Orders	
5.	<ul> <li> wood is commonly known as composite wood.</li> <li>a) Edge b) Elevated c) Engineered)</li> <li>A: Engineered</li> </ul>	
6.	BWD is a type of engineered wood resistant to high temperature and a) moisture b) light c) sound A: moisture	
7.	Due to the high level of sound pollution in furniture making environments, protection must be worn at all times. a) facial b) hearing c) oral <b>A: hearing</b>	
8.	is the process of determining the magnitude of and quantifying a physical parameter. a) Investigation b) Measurement c) Analysis A: Measurement	
9.	A cabinet maker should have information about accessories and fittings. a) scanty b) detailed c) interesting A: detailed	

10	cabinets or base units have a standard measurement of being 24 inches deep and
	36 inches tall.
	a) Tall b) Crockery c) Base
	A: Base
11	. The carpenter's pencil is flat and wide it tends to have a harder than standard pencils.
	a) tip b) eraser c) saw
	A: tip
12	protects the wooden surface from apparent damages from water, humidity and
	gives a glossy look to the furniture.
	a) grinding b) scavenging c) polishing
	A: Polishing
Ar	iswer in brief:
1.	Give one feature each of the U-shaped kitchen, L-shaped kitchen layouts.
	<b>Ans:</b> U-shaped layouts are characterized by three walls or sections of countertop which creates a semi- circle or 'U' layout.
	L-shaped kitchens are characterised by two joined counters which crate a right angle in the corner of the kitchen.
2.	Give 2 examples of appropriate personal protective equipment in a woodworking environment. Ans: Safety glasses and face shields are two such person protective equipment, which is used by a cabinet maker.
3.	Name the different types of Hinges.
	The different types of hinges which are used in the process of cabinet making are as follows:
	Butt hinges
	Strap hinges
	Spring hinges
	H hinges
	• Thinges
	Band and hook hinge
	Pivot hinge
	Cylinder hinge
4	What is Edge Banding?
т.	Ans: Edge Banding is used to create visually appealing and durable trim edges to provide a proper finish







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Transforming the skill landscape

**FFS/N8501** 



# 2. Maintain Work Area Tools and Machines

- Unit 2.1 Follow Safe Working Practices while at Work
- Unit 2.2 Organizational Procedures for Safe Handling of Tools and Equipment
- Unit 2.3 Respond to an Emergency Situation
- Unit 2.4 Organizational Reporting Protocol
- Unit 2.5 Various Types of Safety Signs
- Unit 2.6 Deal with an Accident Involving Human Life
- Unit 2.7 Different Types of Personal Protective Gear
- Unit 2.8 Basic First Aid Treatment Relevant to the Condition
- Unit 2.9 Preventative and Remedial Actions for Exposure to Toxic Materials
- Unit 2.10 Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration



## Key Learning Outcomes

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

- 1. Demonstrate how to follow safe working practices while at work
- 2. Discuss the organizational procedures for safe handling of tools and equipment

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- 3. Discuss how to respond to an emergency situation
- 4. Recognize the organizational reporting protocol
- 5. Identify the various types of safety signs and what they mean
- 6. Recall how to deal with an accident which involve human life
- 7. Recall the different types of personal protective equipment and their use
- 8. Practice basic first aid treatment relevant to the condition
- 9. Illustrate how to apply the appropriate preventative and remedial actions to be taken in the case of exposure to toxic materials
- 10. Discuss how to maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration

### Unit 2.1: Follow Safe Working Practices while at Work

# \_ Unit Objectives 🤷

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

- Demonstrate the methods to follow safe working practices at all times
- Demonstrate about the hazards likely to be encountered when conducting routine maintenance
- Identify and discuss the maintenance procedures of tools, equipment and consumables as per manufacturer's instructions

# Resources to be used 🔗

Pen, notebook, whiteboard and marker

# Note

This session of the programme will give us a basic understanding of how to follow safe working practices while at work

# Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask

Ask the participants the following questions:

- Can anyone mention two basic hazards which are encountered by a Cabinet Maker during routine maintenance?
- Can anyone state a few safe working practices to be followed at all times?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

### Elaborate 🛽

- Safe working practices at the workplace
- Hazards likely to be encountered at the workplace

Say 🤷

Let us now participate in an interesting activity for understanding the concept well.

# Activity

- The activity will be in the form of a show and tell session
- Divide the class into groups, depending upon batch strength
- Show the different class PPEs normally used by a cabinet maker
- Ask them to identify the particular PPE and state its purpose
- Allot marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Show and tell based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

### Do 🗠

- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for the subject matter, course, and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the ambience constructive and positive.

# Say 🔎

Let us now participate in another interesting activity for getting a grasp of the topic.

### Activity

- The activity will in the form of a mock drill session
- Divide the class into groups for the ease of evaluation
- Ask the trainees to assume a number of hazardous situations such as fire, slips, falling from a height, etc.
- Ask them to identify the first-aid tool which could be used for the management of each kind of hazard

Activity	Duration (in mins)	Resources Used
Mock Activity Session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

# Unit 2.2: Organizational Procedures for Safe Handling of Tools and Equipment

# Unit Objectives

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

- Comply with the organizational procedures to handle all required tools, machines, materials & equipment safely
- Discuss the method to make use of the information detailed in specifications and instructions

### Resources to be used 🖉

Pen, notebook, whiteboard and marker

Note

This session of the programme will give us a basic understanding regarding organizational procedures for safe handling of tools.

# Say 🔓

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask (ask)

Ask the participants the following questions:

- Can anyone name any two power tools?
- Can anyone name any two hand tools?
- Can anyone describe the hierarchy of control followed while handling sharp tools?

# Elaborate

In this session, we will discuss the following points:

- Safe handling of power tools
- Safe handling of hand tools
- Relevant occupational safety policies
- Health and safety implications
- Make use of information detailed in specifications

### Say 🦻

Let us participate in an interesting activity for understanding the topic well.

### Activity 🦉

- This will be in the form of a practice-based session
- Divide the class into groups, for the ease of evaluation
- Ask each group to classify the broken bits from sharp tools as "sharps."
- Allot marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Practice session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# . Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 2.3: Respond to an Emergency Situation

# \_ Unit Objectives 🦉

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

Explain the procedure of responding to an emergency situation

# Resources to be used

Pen, notebook, whiteboard and marker

Note

This session of the programme will help us understand how to respond to an emergency situation.

# Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can you mention one such organization which deals with workplace casualties?
- Which one of the emergency procedures should be performed after evacuating people from a building during a fire?
- Can anyone state any two methods of raising the alarm during a hazardous situation?

### Elaborate 🗄

- Evaluating an emergency situation
- Handling of an emergency situation
- Undertake first-aid activities in case of an accident
- Respond promptly to an accident situation
- Participate in emergency procedures
- Methods of accident prevention
- General health and safety equipment

Let us participate in an interesting activity for understanding the topic well.

### Activity

Say 🔎

- The activity will be in the form of a practice session
- Show the trainees how to perform CPR (cardiopulmonary resuscitation) on an unconscious person
- Make the trainees perform CPR (cardiopulmonary resuscitation) with the help of a dummy model
- Ask the trainees to make a note of all important and relevant details

Activity	Duration (in mins)	Resources Used
Practice session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 2.4: Organizational Reporting Protocol

# \_ Unit Objectives 🦉

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

- Practice the 6cs of reporting protocol
- Identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel
- Report accident/incident report to authorized person

# . Resources to be used

Pen, notebook, whiteboard and marker

### Note

This session of the programme will help us to understand how to respond to an emergency situation.

# Say 🤦

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can anyone state/mention the 6Cs of reporting protocol?
- Can anyone mention the various details to be completed by a worker during accident reporting?

### Elaborate

- 6Cs of reporting protocol
- Reporting of hazards
- Accident/Incident reporting

Let us participate in an interesting activity for understanding the topic well.

### Activity

2

Say

- The activity will be in the form of a practice session
- Ask the trainees to prepare an Accident Report Format
- Ask them to fill up all the necessary fields
- Allot marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Mock Activity Session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 2.5: Various Types of Safety Signs

# Unit Objectives

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

• Identify and interpret the various safety signs

### Resources to be used

Pen, notebook, whiteboard and marker

Note

This session of the programme will help us identify the various safety signs.

# Say 🦻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask (ask)

Ask the participants the following questions:

- Can anyone mention one difference between a warning sign and a mandatory sign?
- Can anyone mention the importance of a supplementary safety sign?
- Can anyone mention the importance of an emergency telephone sign?

### Elaborate

- Prohibition signs
- Warning signs
- Mandatory signs
- Emergency escape signs
- First-aid signs

### Let us participate in an interesting activity for understanding the topic well.

### Activity

Say 🔎

- The activity will be in the form of a show and tell session
- Show the trainees a number of placards indicating emergency signs
- Ask them to identify the sign as indicated in the placard
- Allot marks based on individual performance

Activity	Duration (in mins)	Resources Used
Show and tell based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.



### Unit 2.6: Deal with an Accident Involving Human Life

# Unit Objectives

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

• Discuss how to deal with accidents that involve human life

### Resources to be used 🛽

Pen, notebook, whiteboard and marker

Note

This session of the programme will help us understand how to deal with an accident involving human life.

# Say 🖻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

### Ask (ask)

Ask the participants the following questions:

• Can anyone mention three ways to deal with an accident situation?



In this session, we will discuss the following points:

• How to deal with an accident involving human life



Let us participate in an interesting activity for understanding the topic well.

# Activity 🔗

- The activity will be in the form of an interactive session
- For the ease of evaluation, divide the class into groups
- Provide the trainees with a scenario where while working one of their colleagues have suffered energy due to falling from a height
- Ask each group what precautionary steps/methods would they follow

Activity	Duration (in mins)	Resources Used
Interactive session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.



### Unit 2.7: Different Types of Personal Protective Gear



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

• Identify the different types of PPE and discuss their use

### . Resources to be used 🛽

Pen, notebook, whiteboard and marker

Note 🖺

This session of the programme will help us identify the different types of personal protective gear.

# Say 🦻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.



Ask the participants the following questions:

Different types of personal protective equipment



In this session, we will discuss the following points:

• Different types of PPE



Let us now participate in another interesting activity for understanding the concept well.

# Activity 😕

- The activity will be in the form of a practice-based session
- Divide the class into groups, depending upon batch strength
- Provide the trainees with a mixture of different kind of PPEs
- Ask them to segregate the PPEs into different boxes based upon the purpose
- Provide marks based on the performance of individual groups

Activity	Duration (in mins)	Resources Used
Practice session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.



### Unit 2.8: Basic First Aid Treatment Relevant to the Condition

# Unit Objectives

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

 Recall the importance of first aid in emergency management and the techniques of administering the same

# Resources to be used

Pen, notebook, whiteboard and marker



This session of the programme will help us learn basic first-aid treatment relevant to the condition.

### Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

### Ask ask

Ask the participants the following questions:

- Can anyone state a few basic principles of first-aid?
- Can anyone mention a few basic objectives of first-aid?
- Can anyone mention a few essential contents present in a first-aid box?

### Elaborate

- Principles of First-aid
- Objectives of First-aid
- Basic First-aid treatment relevant to the condition
- Essential contents of the first-aid kit

#### Let us now participate in another interesting activity for understanding the concept well.

# Activity 🖉

Say 🔎

- The activity will be in the form of a practice session
- Show the trainees how to provide first-aid in case of emergency bleeding
- Ask the trainees to repeat the steps on a dummy doll
- Ensure the students make a note of all relevant and important details

### Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 2.9: Preventative and Remedial Actions for Exposure to **Toxic Materials**

# Unit Objectives

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

• Discuss the preventative and remedial actions to be administered in cases of exposure to toxic materials

# Resources to be used

Pen, notebook, whiteboard and marker

### Note

This session of the programme will help us identify various preventive and remedial actions for prevention against any kind of toxic material.

# Sav

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can you mention the different remedial actions which could be undertaken in order to deal with •
- Can you mention the different remedial actions which could be undertaken in order to deal with exposure to toxic solvents?

### Elaborate

- **Toxic solvents**
- Toxic flux

# Let us now participate in another interesting activity for understanding the concept well.

# Activity 2

- The activity will be in the form of a practice session
- Provide the trainees with a number of different PPEs
- Ask them to identify and sort the PPEs which can be used against toxic chemicals

Activity	Duration (in mins)	Resources Used
Practice session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

# Unit 2.10: Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration

# Unit Objectives

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

- Identify risks like theft, pilfering, damage and deterioration in the workshop
- Identify methods of surveillance that helps in maintaining appropriate environment to protect stock against such risks
- Illustrate how to maintain a clean and hazard-free working area



Pen, notebook, whiteboard and marker

### Note

This session of the programme will help us understand how to maintain an appropriate environment for the protection of stock from theft and damage.

# Say 🕻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.



Ask the participants the following questions:

- Can any one of you tell few methods of surveillance and monitoring?
- Can you mention a few factors which threaten the security of a workshop?

# Elaborate

In this session, we will discuss the following points:

- Damage and deterioration in the workshop
- Methods of surveillance and monitoring
- Clean and hazard-free working area
- Correct handling procedures
- Use cleaning equipment
- Safe and correct handling of materials
- Store cleaning equipment safely after use

### Say 🤷

Let us now participate in another interesting activity for understanding the concept well.

# Activity

- The Activity will be in the form of a practice session
- Ask the trainees to prepare an inspection sheet which can be used to keep track of the maintenance and audit schedules
- Allot marks based on individual performance

Activity	Duration (in mins)	Resources Used
Interactive session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

### Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

Ans	wers to Exercises for PHB
Fill i	in the Blanks:
1.	Wood is in nature.
	a) Hygroscopic b) Microscopic c) Brittle
	A: Hygroscopic
2.	90% volume of waste gets reduced and converted into incombustible, light-weight materials like
	a) Gas b) Ash c) Leaf
	A: Ash
	involves the degradation of organic waste into manure with the help of worms.
	a) Caterpillar waste b) Manure making c) Vermicompost
	A: Vermicompost
	It is always advisable for a furniture maker to protect the tools from a) Grease b) Moisture c) Oil
	A: Moisture
5.	is used for storing fasteners.
	a) Tackle box b) Shoe box c) Fastener box
	A: Tackle box





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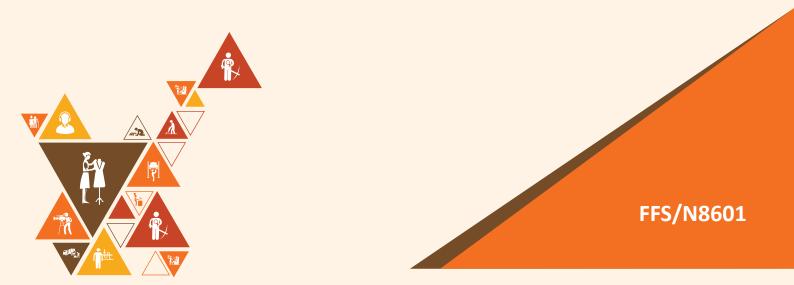
N-S·D·C National Skill Development Corporation

Transforming the skill landscape



# 3. Ensure health and safety at the workplace

- Unit 3.1 Health and Safety Hazards and Precautions
- Unit 3.2 Potential Risks and Threats
- Unit 3.3 Potential Hazards and Risks which may be Present at Furniture and Fittings Related Workplace
- Unit 3.4 Storage and Handling of Hazardous Substances
- Unit 3.5 Common Health and Safety Practices at Workplace
- Unit 3.6 Different Risks Associated with the Use of Electrical Equipment



### Key Learning Outcomes

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

- 1. Discuss the common health and safety standards
- 2. Identify the potential risks and threats
- 3. Identify the potential hazards and risks which may be present at furniture and fittings related workplace
- 4. Comply with the storage and handling of hazardous substances
- 5. Discuss the common health and safety practices at workplace
- 6. List the difference risks associated with the use of electrical equipment

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### Unit 3.1: Health and Safety Hazards and Precautions

# Unit Objectives

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

- Differentiate between risk, hazard and threat
- Interpret the meaning of occupational hazards
- Identify the common health and safety hazards
- Identify the other categories of hazards
- Demonstrate the use of pictograms and symbols in identifying hazards
- Discuss the common methods of identifying hazards

# \_ Resources to be used 🖉

Pen, notebook, whiteboard and marker

### Note

This session of the programme will help us identify various health and safety hazards

### Say G

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can anyone tell the different steps involved in risk management?
- Can anyone mention three different causes of safety hazards?
- Can anyone state the three different causes of ergonomic hazards?

# Elaborate

In this session, we will discuss the following points:

- Difference between risk, hazard and threat
- Occupational hazards
- Common health and safety hazards
- Common methods of identifying hazards

### Say 🧣

Let us participate in an interesting activity for understanding the topic well.

### Activity 3

- The activity will be in the form of an interactive session
- Divide the class into groups, depending upon batch strength
- Ask each group to mention one biological and one psychological hazard
- Ask the other group to state 2-3 precautionary measures which can be undertaken in each case (and vice versa)
- No two groups should state the same hazard
- Allot marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Interactive session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# . Do 🖂

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 3.2: Potential Risks and Threats

# Unit Objectives

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

- Discuss the risk management process
- Evaluate the importance of risk assessment matrix
- Devise risk control strategies

# Resources to be used

Pen, notebook, whiteboard and marker



This session of the programme will help us identify different potential risks and threats.



Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.



Ask the participants the following questions:

- Can anyone mention the different steps of risk management?
- Can anyone state the importance of a risk management process?

### Elaborate

- Risk management process
- Risk assessment matrix
- Risk control strategies

Say 🤷

Let us participate in an interesting activity for understanding the topic well.

### Activity 3

- The activity will be in the form of a practice session
- Ask the trainees to make a list of different hazards that a cabinet maker is exposed to in their place of work
- Ask the trainees to arrange the hazards accordingly in a Risk Assessment Matrix
- Allot marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Practice session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

Unit 3.3: Potential Hazards and Risks which may be Present at Furniture and Fittings Related Workplace

# Unit Objectives

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

- Identify the potential hazards and risks associated with furniture & fittings related workplace
- Discuss how to get acquainted with common hazardous substances
- Apply safety measures while handling glass, heavy wood, materials, chemicals etc.

# Resources to be used

Pen, notebook, whiteboard and marker

# Note

This session of the programme will help us identify different potential hazards and risks.

### Say 5

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask (ask)

Ask the participants the following questions:

- Can anyone mention different hazards associated with furniture and fittings related workplace?
- Can anyone state the different physical toxins that a cabinet maker may be exposed to?
- Can anyone mention a different kind of biological toxins?

# \_ Elaborate 🗐

- Potential hazards and risks associated with furniture and fittings
- Common hazardous substances encountered by a cabinet maker

Say 🤷

Let us now participate in an interesting activity for getting a better grasp of the topic.

### Activity 2

- The activity will be in the form of a practice session
- Provide the trainees with a mixture of different kind of hazardous substances
- Ask the trainees to segregate the wastes into physical toxins, asphyxiating agents, carcinogens
- Provide marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Practice-based session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 3.4: Storage and Handling of Hazardous Substances

# Unit Objectives 🙆

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

• Comply with recommended material handling procedure to control damage and personal injury

# Resources to be used

Pen, notebook, whiteboard and marker



This session of the programme will help us understand how to store and handle hazardous materials.

# Say 뎍

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

### Ask ask

Ask the participants the following questions:

- Can anyone state three different methods for the storage and handling of biological waste?
- Can anyone tell three different ways to store radioactive waste?
- Can anyone mention a few non-infectious biological wastes?

### Elaborate

- Storage and handling of biological waste
- Storage and handling of chemical waste
- Storage and handling of radioactive waste
- Storage and handling of explosives

Say 🤷

Let us now participate in an interesting activity for understanding the concept well.

### Activity

- The activity will be in the form of a practice session
- Provide the trainees with a mix of different kinds of waste
- Ask them to sort the waste into sharp waste, non-infectious biological waste and chemical waste
- Provide them with separate earmarked boxes
- Divide the class into groups, for the ease of evaluation
- Allot marks based on the performance of individual groups

Activity	Duration (in mins)	Resources Used
Practice session based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do V

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 3.5: Common Health and Safety Practices at Workplace

# Unit Objectives 🥝

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

• Identify the common health and safety practices at workplace for cabinet maker.

### Resources to be used

Pen, notebook, whiteboard and marker



This session of the programme will help us identify the common health and safety practices at the workplace.

# Say 🔎

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

### Ask ask

Ask the participants the following questions:

- Mention some of the health and safety hazards faced by a cabinet maker at the workplace.
- Can anyone tell three basic steps to deal with natural calamities such as Earthquake?

### Elaborate

- · Common health and safety practices at the workplace
- Rescue techniques applied during a fire hazard
- Evacuation and emergency procedures for the specially-abled

Say 🤷

Let us now participate in an interesting activity for getting a better grasp of the topic.

### Activity

- The activity will be in the form of a practice session
- Ask the trainees to design a hazard reporting form
- Allot marks based on the performance of each trainee

Activity	Duration (in mins)	Resources Used
Practice-based session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

### Unit 3.6: Different Risks Associated with the Use of Electrical Equipment

# Unit Objectives 🦉

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

- Identify the different risks associated with the use of electrical equipment
- Demonstrate how to free a person from electrocution •

### Resources to be used

Pen, notebook, whiteboard and marker

### Note

This session of the programme will help us identify different risks associated with the use of electrical equipment.

# Sav

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can anyone identify the different risks associated with the use of electrical equipment? •
- Can anyone mention a few good hygiene practices?

### Elaborate

- Risks associated with the use of electrical equipment •
- How to free a person from electrocution •
- Good hygiene practices

Say 🤷

Let us now participate in an interesting activity for getting a better grasp of the topic.

### Activity

- The activity will be in the form of a practice session
- Ask the trainees to make a list of the different precautionary steps which should be undertaken by them to free a person from electrocution
- Discuss the correct procedure with the class

Activity	Duration (in mins)	Resources Used
Practice-based session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class.

An	swers to Exercises for PHB
	<ul> <li>in the Blanks:</li> <li>Incorrect and irregular disposal of wood dust/wood debris can lead to</li> <li>a) Head injury b) Eye Injury c) Bleeding Gums</li> <li>A: Eye Injury</li> </ul>
2.	waste does not need inactivation but must be put away separately in biological waste box lined with red garbage bag. a) Non-infectious biological b) Atomic c) Water-based A: Non-infectious biological
3.	Reporting an accident / incident to an authorized person can be best done with the help of the a) Accident form b) Supervisor c) Hazard reporting form A: Hazard reporting form
4.	Personal protective equipment is commonly referred to as a) PPE b) GPE c) APE A: PPE
5.	<ul> <li>may be administered in case of ingestion and inhalation of toxic solvents.</li> <li>a) Saline Water b) Activated charcoal c) Milk</li> <li>A: Activated charcoal</li> </ul>







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## 4. Fighting Fire

- Unit 4.1 Various Causes of Fire
- Unit 4.2 Different Types of Fire Extinguishers
- Unit 4.3 Techniques of Using Different Fire Extinguishers





## Key Learning Outcomes

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

- 1. Identify the various causes of fire
- 2. Discuss the different types of fire extinguishers and their use
- 3. Practice the techniques of using the different fire extinguishers

#### Unit 4.1: Various Causes of Fire



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

- Identify the various sources of fire
- Identify the various causes of fire in the workplace
- Discuss the methods of extinguishing fire
- Comply with the appropriate procedure in case a of fire emergency

#### \_ Resources to be used 🦉

Pen, notebook, whiteboard and marker

Note

This session of the programme will help us identify the various causes of fire.

## Say 🔎

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

## Ask ask

Ask the participants the following questions:

- Can anyone mention a few of the basic causes of fire within workplace?
- Can anyone mention the various classes of fire?
- Can anyone state some of the most common methods of extinguishing a fire?

#### Elaborate

In this session, we will discuss the following points:

- Various sources of fire
- Causes of fire within the workplace
- Methods of extinguishing a fire
- Appropriate procedure in case of a fire emergency

Say 🤷

Let us participate in an interesting activity for understanding the concept well.

### Activity

- The activity will be in the form of a practice session
- Provide the trainees with a mixture of various materials such as –waste paper, cardboard, wood, saw, liquid fuels, and cylinders
- Ask them to sort the items into combustible and inflammable categories
- Divide the class into groups for the ease of evaluation
- Present the final marks based on the performance of individual groups

Activity	Duration (in mins)	Resources Used
Practice-based session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

#### 

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

## Say 🔎

Let us now participate in another interesting activity for understanding the concept well.

### Activity

- The activity will be in the form of a practice session
- You will provide the trainees with a number of situations where the fire could be caused due to various agents such as wood, paper, petrol, sodium, magnesium, deep fat fryers, etc.
- Ask the trainees to identify the exact fire extinguisher type which can be used in each case
- It will be in the form of a group activity
- Allot marks based on the performance of individual groups

Activity	Duration (in mins)	Resources Used
Practice-based session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

## Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

## Notes for Facilitation

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class



#### Unit 4.2: Different Types of Fire Extinguishers



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

• Discuss the different types of fire extinguishers and their use

#### . Resources to be used 🛛

Pen, notebook, whiteboard and marker

Note

This session of the programme will help us identify the different types of fire extinguishers.

### Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

## Ask (ask)

Ask the participants the following questions:

Different types of fire extinguishers

#### Elaborate

In this session, we will discuss the following points:

• Types of fire extinguishers

### Say 🤷

Let us now participate in another interesting activity for understanding the concept well.

## Activity 😥

- The activity will be in the form of a lab-based session
- Show the trainees a number of fire extinguishers
- Ask them to identify the type of fire extinguisher which could be used for dousing the fire based on the type of causative agent used

Activity	Duration (in mins)	Resources Used
Lab-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

## Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

#### Notes for Facilitation 🗐

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class



#### Unit 4.3: Techniques of Using Different Fire Extinguishers

## Unit Objectives

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

• Demonstrate how to use the various appropriate fire extinguishers on different types of fires correctly

#### . Resources to be used 🖉

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

Note

This is the twenty eighth session of the program which talks about the Causes and Sources of Fire, Different Types of Fire Extinguishers and techniques of using them.



Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

Do 🗠

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

# Now, let us begin with a new session, which is about the causes and sources of fire, different types of fire extinguishers and techniques of using them. In the previous session, we have had a clear understanding of common hazards, risks and threats in a work environment, storage and handling of hazardous substances.

## Ask (ask)

Sav

Ask the participants the following questions:

- Have you ever come across a fire incident? Do you remember how it was tackled?
- What are the common causes and sources of fire?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

## Elaborate

- Discuss the following:
- When oxidation of combustible substances takes place, heat and light are produced, leading to fire.
- The various causes of fire in the workplace are:
  - o Common fire hazards (like inflammable materials)
  - o Faulty electrical wiring
  - o Faulty electrical equipment
- The different classes of fire are:
  - o Class a: fires involving solid materials such as wood, paper or textiles
  - o Class b: fires involving flammable liquids such as petrol, diesel or oils
  - o Class c: fires involving flammable gases like propane, butane, methane, etc.
  - Class d: fires involving combustible metals like sodium, magnesium, potassium, lithium, titanium, aluminium, etc.
  - o Class e: fires involving live electrical apparatus
  - o Class f: fires involving cooking oils such as in deep-fat fryers
- Dos of fire fighting:
  - o Switch off the isolation switch to stop the electric supply. This will prevent the spreading of fire.
  - Use a wooden stick to switch off the isolation switch to protect yourself from an electric shock.
  - o Check electrical sockets and switches to ensure there are no loose wires.
  - Use appropriate fire extinguishers to put out fire.
- Don'ts of fire fighting:
  - Do not place combustible items like cotton waste oil soaked cotton or oil, near the brazing or electrical points. These are highly inflammable and even a small spark may start a fire.
  - Do not keep the lpg cylinder's regulator switched on.
  - o Do not use water on electrical fires.

- The main types of fire extinguishers on the basis of the extinguishing material are:
  - Water for extinguishing wood, cloth, plastics, coal, textile, paper and fires from other solid combustible materials
  - o Powder for extinguishing fires from solid combustible materials, liquid, gas and electrical sources
  - o Foam -for extinguishing fires from combustible solid and liquid materials
  - o Carbon dioxide (co2) for extinguishing fires from liquid and electrical sources
  - o Sand for extinguishing fires dry combustible substances like leaves, branches, pieces of wood etc.

Say 🔓

Let us participate in an activity to understand the concept better.

## Activity 2

Provide the participants with a fire extinguisher and teach them how to use it. Ask them to concentrate while you are teaching them. Once they learn how to use it, arrange for a fire drill session and ask the students to demonstrate the P.A.S.S technique of extinguishing fire.

Activity	Duration (in mins)	Resources Used
Demonstration and Mock Drill	45 (maximum)	Participant handbook, fire extinguisher

## Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Answer all the doubts to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Answers to Exercises for PHB	
State True or False:	
<ol> <li>Diesel, petrol comes under class A fire.</li> <li>Ans: False</li> </ol>	(T/F)
<ol> <li>Class C fires involves flammable gases like propane, butane etc.</li> <li>Ans: True</li> </ol>	(T/F)
<ol> <li>Water, powder and foam are agents used for the purpose of cooling.</li> <li>Ans: False</li> </ol>	(T/F)
<ol> <li>PASS technique is used to handle water pressure.</li> <li>Ans: False</li> </ol>	(T/F)
5. Flame Inhibitor can react with the burning material to assist in extinguishing the fine <b>Ans: True</b>	re. (T/F)







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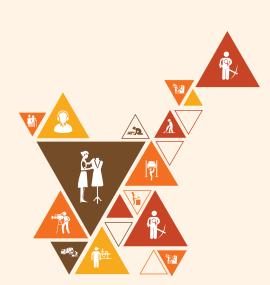
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## 5. Safe Lifting Practices and Ergonomics

Unit 5.1 - Safe Lifting Practices

- Unit 5.2 Correct Body Postures
- Unit 5.3 Correct Lifting, Loading , Unloading and Handling Procedures



## Key Learning Outcomes

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

- 1. Recall the importance of safe lifting practices
- 2. Recognize the correct body postures
- 3. Practise the correct lifting, loading, unloading and handling procedures

Ŭ

#### Unit 5.1: Safe Lifting Practices



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

• Practice different safe lifting procedures

## Resources to be used

Pen, Notebook, Whiteboard and marker

Note

This session of the programme will help us understand how to perform safe lifting operations.

## Say 🤦

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

#### Ask ask

Ask the participants the following questions:

- Can anyone of you state three don'ts of safe lifting practices?
- Mention three Do's of safe lifting practices.

#### Elaborate

In this session, we will discuss the following points:

- Dos of safe lifting practices
- Don'ts of safe lifting practices

Say 🤷

Let us participate in an interesting activity for understanding the concept well.

#### Activity

- Organise an industry expert visit session
- Ask the expert to advise the trainees on safe lifting of heavy loads and equipment
- Try and make the session as interactive as possible by encouraging the trainees to ask question
- Ensure that the trainees make a note of all relevant details

Activity	Duration (in mins)	Resources Used
Expert-based session	As per the discretion of the trainer	Notebook, pen, pencil, eraser, participant handbook, laptop, internet connection, etc.

## Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

#### Notes for Facilitation

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 5.2: Correct Body Postures



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

- Discuss the importance of ergonomics for the job role
- Identify and maintain the correct body posture while standing and working for long hours and carrying heavy materials



Pen, notebook, whiteboard and marker

Note [

This session of the programme will help us identify the correct body postures.

Sav

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

Ask ask

Ask the participants the following questions:

- Can anyone state a few of the benefits offered by improved ergonomics?
- Can anyone state a few physical and environmental factors that are considered hazardous according to ergonomic principles?

#### Elaborate

In this session, we will discuss the following points:

- Importance of ergonomics for the job role
- Correct body posture while standing and working for long hours

Say 🤷

Let us participate in an interesting activity for understanding the concept well.

## Activity

- Show the trainees videos based on correct workplace ergonomics
- Encourage the trainees to ask questions as it will help in better understanding
- Some of the sample links are as follows:
  - o https://youtu.be/QeDUCXfzl6U (Workplace Ergonomics; Video Courtesy: Montsana State Fund)
  - o https://youtu.be/tc2RulybHY0 (Ergonomics at Workplace; Video Courtesy: Just for Hearts)

Activity	Duration (in mins)	Resources Used
Video-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

#### Say 🤷

Let us now participate in another interesting activity for understanding the concept well.

## Activity

- Follow the video session with a demo based activity session
- Show the trainees the safe methods of working with hand tools
- Ask the trainees to make a note of all important details

Activity	Duration (in mins)	Resources Used
Demo based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

## Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

## Notes for Facilitation

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

# Unit 5.3: Correct Lifting, Loading , Unloading and Handling Procedures

## Unit Objectives

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

- Identify the hazards associated with handling heavy loads
- Demonstrate the steps to lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices
- Practice working in a comfortable position with the correct posture



Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

## Note

This is the twenty fourth session of the program which talks about the importance of safe lifting practices, correct body postures, correct lifting, loading, unloading and handling procedures

#### Say 🔓

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

## Do

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

# Now, let us begin with a new session, which is about the meaning and importance of safe lifting practices, correct body postures, correct lifting, loading, unloading and handling procedures. In the previous session, we have had a clear understanding of the implication of organizational context for cabinet makers.

## Ask (ask)

Sav

Ask the participants the following questions:

- What do you understand by "Safe Lifting"?
- Why do you think following safe lifting practices and correct body postures are important for cabinet maker?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

### Elaborate

Discuss the following:

of safe lifting:

- Check the exact weight of an object before moving it.
- Always size up the load. Get help from others for heavy objects.
- Choose the flattest, straightest, and clearest route before your lift the object.
- If the load is wet or slippery, wipe it off before lifting.
- Make sure the weight of the object is stable and distributed evenly if possible.
- Stand close to the object with legs at shoulder-width stance.
- Check your footing before you pull the load close to your body. Lift with your legs, not your back.
- Use material handling equipment whenever possible.
- When unloading, do face the spot you have chosen and lower the load slowly by bending your knees.

#### Don'ts of safe lifting:

- Never lift more than you can easily handle or without knowing the weight.
- Avoid twisting your body when lifting or when carrying.
- Never lift with a rounded back and straight legs.
- Never lift from an unbalanced position.
- Never carry a load that blocks your view or is big enough for the path you are following.
- Never look down when lifting.
- Never reach over your shoulders to lift. Instead, use a step stool or platform. If possible.
- Avoid heavy lifting if you have had previous joint injuries.
- Don't bend over to load or unload a heavy object, it may hurt your back.

Ergonomics is the scientific process of designing or arranging work areas, equipment and systems, so that they become apt for the people using them.

- Ergonomic practices aim at improving the general health and working conditions of people, thus, in turn, improving their productivity at work.
- Ergonomic practices help in identifying the occupational health hazards due to various environmental factors and methods of eliminating or mitigating them.
- Ergonomics leads to:
  - o Improved employee productivity
  - o Reduced costs
  - o Improved quality of work
  - o Improved employee involvement
  - o Enhanced safety at work
- Neutral postures lessen the stress exerted on the musculoskeletal system, thus promoting maximum control over the task and efficiency
- Awkward body postures move away from the neutral body postures, away from the comfort zone, towards the extremes in the range of motion.
- The steps involved in correct lifting, loading, unloading and handling procedures are:
  - o Preparation
  - o Lifting
  - o Carrying
  - o Settling down

## Say 🔎

Let us now participate in an activity, where you will have to prepare charts on the topics related to this session.

## Activity 💯

Divide the class into five groups. Each group must prepare a chart on any one of the following topics:

- Guidelines to be followed for safe lifting
- Don'ts of safe lifting
- Importance of ergonomics
- Neutral and awkward postures
- Steps involved in correct lifting, loading, unloading and handling procedures

Allot not more than 5 minutes to each group for the presentation. Ensure all members in a group participate in the activity.

Activity	Duration (in mins)	Resources Used
Chart Paper Presentation	120 (maximum)	Participant handbook, whiteboard, marker, chart paper (light pastel colour), common craft materials and stationery, etc.

- As the students speak, jot down your observations on the whiteboard. These are to be shared after the activity.
- Share your inputs and insight after the students wind up the discussion.
- Appreciate the best performance.
- Judge the performance of each student on the following criteria:
  - o Clarity of content

Do

- Simplicity of presentation
- o Positive attitude and body language
- o Contribution towards the group performance

## Notes for Facilitation 🗐

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

An	Answers to Exercises for PHB			
Sta	te True or False:			
1.	Posture is the position in which one holds the body straight and upright against gravity while moving. Ans: True	(T/F)		
2.	Tolerance is the limit of pressure that a machine can carry. Ans: True	(T/F)		
3.	Ergonomics, in simple terms, is the "science of work". Ans: True	(T/F)		
4.	In Neutral body posture, a person's body is no aligned and dis-balanced. Ans: False	(T/F)		
5.	A hack saw should be adjusted in the frame to prevent buckling and breaking. Ans: True	(T/F)		





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## 6. Common Issues, Troubleshooting **Knowledge and Method of** Inspection

Unit 6.1 - Common Issues Troubleshooting Knowledge

Unit 6.2 - Method of Conducting Visual Inspection for any Errors or Damages





## Key Learning Outcomes

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

- 1. Recall the common issues troubleshooting knowledge
- 2. Demonstrate the method of conducting visual inspection

Ŭ

#### Unit 6.1: Common Issues Troubleshooting Knowledge

	_	
Unit	Ob	jectives

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

- Explain Troubleshooting
- Identify the common issues in assembly and installation of modular furniture and resolve them

### \_ Resources to be used 🖉

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projectors, laser pointer, etc.

Note

This is the sixteenth session of the program that involves the different types of issues in assembling and installing modular furniture and resolving the same.

#### Say 🖸

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

Do 🗸

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

## Say 🤦

Now, let us begin with a new session, which is about the different types of issues in assembling and installing modular furniture and resolving the same. In the previous session, we have had a clear understanding of the different types of tools and equipment and the processes of operating the same.

Ask (ask)

Ask the participants the following questions:

• Can anyone name few troubles and issues that arise while assembling and installing modular furniture?

Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate

Discuss the following:

- Troubleshooting is a systematic and sequential approach to solve problems, used to detect and resolve issues in a unit or a system.
- The three phases of troubleshooting are:
  - o Recognizing the symptoms
  - o Elaborating the symptoms
  - o Determining the probable faults
- Some common instances of hardware malfunction are
  - o Damaged edge
  - o Cracks or scratches on the furniture
  - o Breakage of backrest/ handle/ foot rest
  - o Plywood malfunction
  - Rusted metal (in cases of hinges and channels)
  - o Damages owing to spillage
- The common issues, causes and remedies to the same are given below:

Common Issues	Cause	How to Solve
Scratched modules and pieces	Rough handling and excessive usage	<ul> <li>Using a rug to avoid scratches during handling</li> <li>Avoiding sliding items during assembly and installation operations</li> <li>Keeping sharp tools and equipment away from the modules</li> </ul>
Missing modules and pieces	<ul> <li>Not unpacking and arranging the modules and pieces according to the Blueprint</li> <li>Clumsy and unorganized work area</li> <li>Not storing the modules as you proceed with the operations</li> </ul>	<ul> <li>Getting substitute modules from the vendor manufacturer</li> <li>Arranging the modules and pieces as per instructions and requirement</li> <li>Keeping the work area free of clutter</li> <li>Ensuring that modules, meant for different purposes, do not get mixed up</li> <li>Putting aside assembled parts, as you proceed with assembly and installation</li> </ul>

Common Issues	Cause	How to Solve
Broken modules and pieces	<ul> <li>Defective modules received in consignment</li> <li>Exerting undue force while using tools</li> <li>Exerting undue force while trying to fit</li> </ul>	<ul> <li>Noting down the reference numbers of the broken parts and placing an order for the same with the manufacturer</li> </ul>
Modules not fitting well	<ul> <li>Using the wrong size and specification of hardware, say, a wrong size or shape of screw or nut.</li> <li>Trying to fit mismatched modules and pieces</li> <li>Failing to understand the Instruction Manual and following the sketches wrongly</li> </ul>	<ul> <li>Using the wrong size and specification of hardware, say, a wrong size or shape of screw or nut.</li> <li>Trying to fit mismatched modules and pieces</li> <li>Failing to understand the Instruction Manual and following the sketches wrongly</li> </ul>
Angular Default	<ul> <li>Due to rough use or over exposition to heat and water, the angular portions of the modules get damaged</li> <li>Untidy installation or assembling may lead to angular defaults where the alignment of the angular portion goes wrong</li> </ul>	<ul> <li>Use hinges to make up for the defective angle</li> <li>If installation of hinge doesn't fix the issue, replace the defective part with new module</li> </ul>

Common Issues	Cause	How to Solve
Floor Level Mismatch	<ul> <li>At times, the modules for assembly, especially the legs which remain in contact with the floor, do not sit steadily on the floor. This might happen due to rough or uneven floor level.</li> </ul>	<ul> <li>Cut the legs carefully after taking proper measurement</li> <li>Shimmer the end of the leg according to the floor level</li> </ul>
	<ul> <li>Wrong measurement and marking lead to screw alignment default</li> <li>Wrong drilling or excessive drilling may cause screw alignment default</li> <li>Selection of wrong screw also causes screw alignment disorder</li> </ul>	<ul> <li>Hde arilling is a good solution to the screw alignment issues</li> <li>If hde drilling doesn't fix the issue, replace the screw with new one</li> </ul>

Refer to unit 6.1 Of the par



Divide the class into eight groups. The number of members in each group depends on the batch size. Ask each group to select an issue, explain its cause and suggest a remedy.

Activity	Duration (in mins)	Resources Used
Think and Share	60	Participant handbook, pen, small writing pad, etc.

## • Write down the names of all eight issues (as discussed in the session) on the whiteboard. Ask each group of students to come up and choose one of them.

- Allow the students to refer to the Participant Handbook while conducting this activity.
- Remember to share your inputs and insight while the groups speak.

## Notes for Facilitation

Do

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

# Unit 6.2: Method of Conducting Visual Inspection for any Errors or Damages

## Unit Objectives

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

- Discuss the importance of visual inspection in assembly and installation operations
- Discuss elaborately the method of conducting visual inspection for any errors or damages to the cut components



Participant handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projectors, laser pointer, etc.

#### Note

This is the seventeenth session of the program that involves the method of conducting Visual Inspection for errors or damages to the cut components.

## Say 2

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

## Do

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

## Say 🦻

Now, let us begin with a new session, which is about the method of conducting visual inspection for errors or damages to the cut components. In the previous session, we have had a clear understanding of the different types of issues in assembling and installing modular furniture and resolving the same.

## Ask ask

Ask the participants the following questions:

- Why do you think conducting visual inspection is important?
- Have you ever come across any defective piece of furniture? How did you find out that it was defective? Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

#### Elaborate

Discuss the following:

- Quality checking is the method of conducting visual inspection for any errors or damages to the cut components.
- It is important to undertake quality checks at regular intervals to avoid any error detection at later stage.
- The quality checking parameters are as follows:
  - o Recheck measurement, alignments as per design drawing to avoid any damage during installation
  - Conduct post installation visual and quality check with respect to placement, levelling, functioning etc. and perform touch up, cleaning /sanding/ finishing as needed for the installed product
  - o Rectify any error or faults observed to comply with organizational quality standards
  - There should be an ideal procedure for quality checking.
- Packing refers to the final packaging before delivery. After manufacturing, quality checking is performed.
  - The steps of packing are:
  - o Using Packing Foam
  - o Using Cardboard Layers
  - o Applying Corner Binder
  - o Applying Lamination or Plastic Covering

Refer to Unit 6.2 of the Participant Handbook while discussing the above points.

## Say 🦻

Let us now go to the laboratory and practise identifying product defects from visual inspection. After that, we will also observe and practise the steps of packing.

### Activity 2

- Take the students to the laboratory and provide them with broken and defective pieces of furniture.
- Ask them to identify the defects by visually inspecting the same.
- Demonstrate the process of packing the various components of an Upper Cabinet. Ask the students to jot down the steps involved in the process.
- Ask for a volunteer and make him / her repeat the process.

Activity	Duration (in mins)	Resources Used
Laboratory visit	60	Participant Handbook, pen, small writing pad, whiteboard / flipchart, markers, broken and defective pieces of furniture, packing materials (as discussed in the session) etc.

#### 

Write down the steps involved in the packing process on the laboratory whiteboard. This would help you and the students grasp the process better.

## Say 🖻

Does anyone have any doubt regarding the activity? Please come up with your doubts because this is a very important session. I will repeat each process if required.

## Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

An	swers to Exercises for PHB
Fill	in the blanks:
1.	Troubleshooting is a approach to solve problems. a) Aggression b) Systematic c) Conformation deviation A: Systematic
2.	<ul> <li>this technique of fixing slices of wood together.</li> <li>a) Veneering</li> <li>b) Systematic</li> <li>A: Veneering</li> </ul>
3.	Packing foam is used as the around the deliverable item. a) First protective layer b) Supplement A: First protective layer
4.	roll or sheet of lamination plastic used to wrap furniture. a) Lamination plastic b) Carbon paper c) Plastic A: Lamination plastic
5.	Corner binder is used to protect the of the furniture. a) Paint b) Corners c) Look A: Corners







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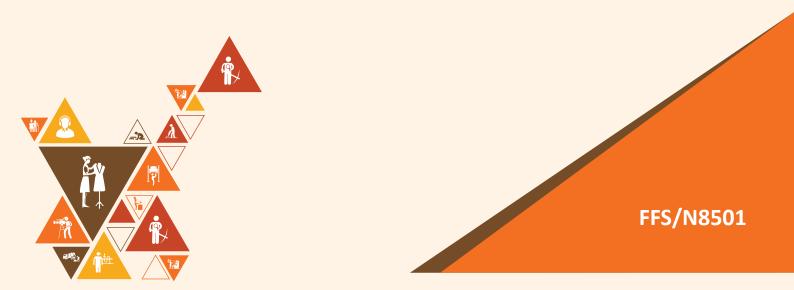


# 7. Safe Cleaning and Waste Management Practices

Unit 7.1 - Importance of Good Housekeeping

Unit 7.2 - Different Types of Cleaning Equipment & Substances

- Unit 7.3 Safe Working Practices for Cleaning and their Methods
- Unit 7.4 Common Types of Waste and Contaminants in Workplace
- Unit 7.5 Effects of Contamination on Products
- Unit 7.6 Different Ways of Minimizing Waste
- Unit 7.7 Know-How of Cleaning and Waste Disposal Procedures



#### Key Learning Outcomes

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

- 1. Discuss the importance of good housekeeping
- 2. Discuss the use of the different types of cleaning equipment & substances and their use
- 3. Identify the safe working practices for cleaning and the method of carrying them out

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- 4. Identify the common types of waste and contaminants in workplace
- 5. Discuss the different ways of minimizing waste
- 6. Explain the effects of contamination on products

#### Unit 7.1: Importance of Good Housekeeping

# Unit Objectives

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

- Explain why should one apply good housekeeping practices at all times
- Discuss good housekeeping in order to prevent fire hazards

#### Resources to be used

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

#### Note

This is the twenty fifth session of the program which talks about the importance of good housekeeping, types and uses of cleaning equipment and substances, safe cleaning practices.

#### Say 🔎

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

#### . Do 🗸

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

Say 🔎

Now, let us begin with a new session, which is about the importance of Good Housekeeping, types and uses of cleaning equipment and substances and safe cleaning practices. In the previous session, we have had a clear understanding of safe lifting, loading, unloading and carrying practices along with the correct and incorrect body postures.

Ask ask

Ask the participants the following questions:

- What do you understand by "housekeeping"? Can you name few cleaning equipment?
- Why do you think following safe cleaning practices are important in every workshop?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

#### Elaborate

Discuss the following:

- Housekeeping in a furniture workshop involves operations related to the maintenance and cleaning of the work area, tools and equipment.
- Good housekeeping is associated with the following benefits:
  - o Easy flow of materials
  - o Reduced chances of workplace accidents
  - o Reduced employee exposure to dust, fumes and debris
  - o Enhanced control over tools, equipment and other elements of inventory
  - o Optimized productivity due to efficient maintenance and timely repair
  - o Improved workplace hygiene, leading to improved employee health and, in turn, productivity
  - o Efficient space management by eliminating clutters
- Improved preventive maintenance and subsequent decrease in chances of property damage
- Cleaning equipment are in the form of any one of the following:
  - o Cleaning agents
  - o Manual equipment
  - o Powered equipment
- The common cleaning methods are:
  - o Vacuuming
  - o Abrasive blasting
  - o Acoustic cleaning
  - o Steam cleaning
  - o Flame cleaning
  - o Sterilization by autoclaving

#### Say 🖻

Let us now participate in an activity, where you will get to watch videos on the common cleaning methods and equipment.

#### Activity

Show the class few videos on the different cleaning methods and equipment, from your laptop. Explain what you are showing and pause in between, if required. The sample links are:

1. Using an Industrial Vacuum cleanet.

https://www.youtube.com/watch?v=\_qVbq4YL8uQ

https://www.youtube.com/watch?v=I1oF39mM-kE

https://www.youtube.com/watch?v=R0DHtkVlxSU

- Using Abrasive Blast cle physics
   https://www.youtube.com/watch?v=OXpS3tTspnY
- Industrial Autoclaving Process: https://www.youtube.com/watch?v=Z2J6l-nxz\_E
- 4. Cleaning Agents for workshops:

https://www.youtube.com/watch?v=luEpZojHO1U

https://www.youtube.com/watch?v=HiL6uPNlqRw

Activity	Duration (in mins)	Resources Used
See and Learn	60 (maximum)	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, etc.

#### Do 🗸

Begin with revising the things explained in previous session. Ask the following questions

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face.

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.



#### Unit 7.2: Different Types of Cleaning Equipment & Substances

# Unit Objectives

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

Identify the different types of cleaning equipment & substances and learn their use

#### Resources to be used 🗄

Pen, notebook, whiteboard and marker

Note

This session will help us identify the different types of cleaning equipment and substances.

#### Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask (ask)

Ask the participants the following questions:

- Can anyone mention two such equipment used by a housekeeping staff for cleaning purposes?
- Can anyone mention a few alkali based house cleaning agents?

#### Elaborate

In this session, we will discuss the following points:

- Cleaning agents
- Manual and powered equipment

Say 🥯

Let us participate in an interesting activity for understanding the concept well.

# Activity 2

- The activity will be in the form of a practice session
- Provide the trainees with a mixture of cleaning equipment such as caustic soda, washing soda, floor mop, suction dryer, scrubbing brush, powered ammonia, etc.
- Ask the trainees to segregate the cleaning agents into a liquid , powdered and manual cleaning agents
- Divide the class into groups, for the ease of evaluation

Activity	Duration (in mins)	Resources Used
Demo based activity session	As per the discretion of the trainer	Notebook, pen, pencil, eraser, participant handbook, laptop, internet connection, etc.

## . Do 🗹

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class



#### Unit 7.3: Safe Working Practices for Cleaning and their Methods

# Unit Objectives

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

Identify the safe working practices for cleaning & the method of carrying them out

#### Resources to be used 🦉

Pen, notebook, whiteboard and marker

Note

This session will help us learn different safe working practices for cleaning.

#### Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

• Can anyone describe a few cleaning methods?

#### Elaborate

In this session, we will discuss the following points:

- Vacuuming
- Abrasive Blasting
- Acoustic Cleaning
- Steam Cleaning
- Flame Cleaning
- Sterilization by Autoclaving

#### Let us participate in an interesting activity for understanding the concept well.

#### Activity

Say 🤷

- The activity will be in the form of a practice session
- Provide the trainees with a number of PPEs
- Ask them to segregate the PPEs based on purpose/use

Activity	Duration (in mins)	Resources Used
Practice-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

#### Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

# Unit 7.4: Common Types of Waste and Contaminants in Workplace

# Unit Objectives

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

- Identify the common types of waste in the workplace
- Identify the common types of contaminants in the workplace

#### Resources to be used

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

#### Note

This is the twenty sixth session of the program which talks about the common types of waste and contaminants, and the procedures of managing the same.

#### Say 2

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

Do

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

# Say 🦻

Now, let us begin with a new session, which is about the common types of waste and contaminants, and the procedures of managing the same. In the previous session, we have had a clear understanding of the importance of good housekeeping, cleaning equipment and substances and safe cleaning practices.

# Ask (ask)

Ask the participants the following questions:

- What do you understand by "Waste"? Can you name few waste materials?
- Why do you think proper waste management is essential in a workshop?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

#### Elaborate

Discuss the following:

- The most common waste materials procured in a furniture workshop can be categorized in the following:
  - o Liquid Waste
  - o Solid Waste
  - o Organic Waste
  - o Recyclable Waste
  - o Hazardous Waste
- A Contaminant can be defined as "a substance that adversely affects the environment and its elements, through breathable air, soil, water and food".
- The most common types of contaminants that one comes across in daily life are:
  - o Biological Contaminants
  - o Chemical Contaminants
  - o Physical Contaminants
  - o Radioactive Contaminants
  - Contamination in furniture products is brought about by: Moisture, Dust, Rust, Microorganisms and Pests.
- Techniques of Waste Minimisation are:
  - o Resource Optimization
  - Recycling of Scrap Material
  - o Enhanced Quality Control
  - o Exchange of Waste

#### \_ Say 🔎

Let us now go for a visit to a furniture workshop, to see how waste is managed and minimised there.

#### Activity 🛞

Take the students to a nearby furniture workshop to observe the common waste management techniques. There, they will observe the following:

- Techniques of waste disposal and treatment
- PPE used, if any, in the process
- Techniques adopted in minimising waste

Activity	Duration (in mins)	Resources Used
Laboratory visit	60	Participant Handbook, pen, small writing pad, whiteboard / flipchart, markers, broken and defective pieces of furniture, packing materials (as discussed in the session) etc.



- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

#### Unit 7.5: Effects of Contamination on Products



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

Discuss the effects of common contaminants on furniture •

#### Resources to be used

Pen, notebook, whiteboard and marker

Note

This session will help us understand the effect of contamination on products.

#### Say

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.



Ask the participants the following questions:

Can anyone tell the common effects of contamination on furniture products?





In this session, we will discuss the following points:

Effect of contamination on products •



Let us participate in an interesting activity for understanding the concept well.

#### Activity 🤔

- The activity will be in the form of a discussion session
- Divide the class into groups, depending upon batch strength
- Each group should mention different ways for the safe storage and maintenance of furniture
- Encourage peer participation and discussion

Activity	Duration (in mins)	Resources Used
Discussion Session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 7.6: Different Ways of Minimizing Waste



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

- Use materials to minimize waste •
- Demonstrate how to dispose of waste safely in the designated locations

# Resources to be used

Pen, notebook, whiteboard and marker



This session will help us identify the different ways of minimizing waste.



Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

#### Ask ask

Ask the participants the following questions:

- ٠ Can anyone state a few methods of waste minimization?
- Can anyone define what is the 3R's of waste minimization?

#### Elaborate

In this session, we will discuss the following points:

- 3R's of waste minimisation •
- Incineration •
- **Biogas generation** •
- Vermicomposting

Say 🤦

Let us participate in an interesting activity for understanding the concept well.

#### Activity

- The activity will be in the form of a discussion session
- Divide the class into two groups, for the ease of evaluation
- Ask each group to mention various ways of waste recycling/minimization
- Allot marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Discussion Session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

- Do
- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 7.7: Know-How of Cleaning and Waste Disposal Procedures

# Unit Objectives

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

- Discuss the proper procedure of cleaning the work site and tools and equipment
- Comply with the common waste disposal procedures

# Resources to be used

Pen, notebook, whiteboard and marker



This session will help us understand the know-how of cleaning and waste disposal procedure.

#### Say 🦻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

#### Ask ask

Ask the participants the following questions:

- Can anyone mention three such chemical wastes generated in the furniture manufacturing process?
- Can any state few methods for the disposal of solid waste?

#### Elaborate

In this session, we will discuss the following points:

- Procedure for choosing cleaning tools and equipment
- Procedure for choosing cleaning agents
- Common waste disposal procedures

Say 🤷

Let us participate in an interesting activity for understanding the concept well.

#### Activity

- The activity will be in the form of a practice session
- Provide the trainees with a mixture of waste materials generated during the furniture manufacturing process
- Ask them to segregate the waste into categories based on colour
- For the ease of evaluation, divide the class into groups

Activity	Duration (in mins)	Resources Used
Practice-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

- Do 🗸
- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

An	swers to Exercises for PHB	
Sta	ate True or False:	
1.	Only designated areas, outside and far from the main work area, must be allowed for smoking. Ans: True	(T/F)
2.	Detergents and soaps are not required because pure water removes oily, organic soiling. Ans: False	(T/F)
3.	Washing Soda is useful for emulsifying grease on drainpipes. Ans: True	(T/F)
4.	Abrasive Blasting is used in removing bulk material and contaminants from a given surface. Ans: True	(T/F)
5.	Acoustic Cleaning involves the use of heatwaves. Ans: False	(T/F)
6.	Avoid cleaning up chemical spills using Steam Cleaners. Ans: True	(T/F)







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# 8. Work Effectively with Others

- Unit 8.1 Work Effectively with Others
- Unit 8.2 Importance of Effective Communication and Establishing Good Working Relationships
- Unit 8.3 Prepare and Organize Work
- Unit 8.4 Decision Making
- Unit 8.5 Problem Solving
- Unit 8.6 Manage Anger and Stress
- Unit 8.7 Manage Time
- Unit 8.8 Set Goals for Oneself and the Team
- Unit 8.9 Understanding Technical Drawings and Blueprints



#### Key Learning Outcomes

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

1. Discuss the importance of working effectively with others to achieve organizations goals

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- 2. Discuss the importance of effective communication and establishing good working relationships with other
- 3. Prepare and organize work
- 4. Evaluate the importance of decision making
- 5. Estimate the importance of problem solving
- 6. Manage anger and stress
- 7. Manage time
- 8. Prepare goals for oneself and the team
- 9. Interpret technical drawings and blueprints

#### Unit 8.1: Work Effectively with Others

# Unit Objectives 🙆

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

- Discuss the importance of working effectively with others to achieve organization's goals
- Identify the responsibilities and objectives of the role
- Estimate their own roles and responsibilities
- Evaluate the importance of having correct understanding of work task and objective
- Recall how to keep work area clean and tidy and its importance
- Abide by the applicable quality standards for assigned work task and objective
- Discuss the principle of furniture and fittings manufacturing and installation
- Understanding the importance of discipline and ethics for professional success
- Underline what constitutes disciplined behavior for a working professional
- Demonstrate responsible and disciplined behaviour at the workplace

#### Resources to be used

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

#### Note

This is the twenty ninth session of the program which talks about work effectively with others, effective communication, organize work and decision making.

# Say 🔎

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

Do 🗸

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

#### Say 痛

Now, let us begin with a new session, which will teach us to work effectively with others, organize work, effective communication and decision making. In the previous session, we have had a clear understanding of the causes and sources of fire, different types of fire extinguishers and techniques of using them.

#### Ask ask

Ask the participants the following questions:

- What do you understand by "Effective Communication"?
- Why do you think "Active Listening Skills" are essential in a workshop?
- Have you ever failed to explain anything to anyone? Can you tell the reasons behind your failure?
- Have you ever come across an incident where you had taken a decision?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

#### Elaborate

Discuss the following:

- A cabinet maker must work effectively with the other members in the team to achieve the common organizational goals and targets.
- A cabinet maker of modular furniture, like any other job role, has a standard set of responsibilities and objectives, which sometimes may vary between organizations.
- Apart from the responsibilities related to the job role, a person working or aspiring to work as a cabinet maker of modular furniture has to fulfill few roles and responsibilities on a personal front. These are:
  - Working as a good team player, so that one's personal objectives and aspirations align perfectly with those of the team
  - Working as a good team leader, so that one's leadership skills, instructions and timely reviews help in eliminating errors and delivering the tasks on time
  - Working as a good quality inspector, so that one is able to identify defects in the products under process (work-in-progress), to avoid recall of the final and finished products

- A cabinet maker of modular furniture must implement the applicable quality standards for the assigned work task, via a well-known mechanism called Quality Control or QC.
- Effective communication is a two way information sharing process, which involves one party sending a message that is easily understood by the receiving party.
- One must learn the importance of preparing and planning, in advance, an assignment, so that it can be accomplished in a very organized manner.
- Decisions at workplace must be taken promptly, based on the best available researches and data gathered from relevant field experiences. Such data provide 'evidence' and help a person in making appropriate decisions.

Say 🤷

Let us now participate in a game, in order to understand the importance of effective communication, active listening, team work, organising a task and decision making.

#### Activity

Ask the students to play a game, where they sit in a circle / semi-circle and start telling a story, not individually, but in a team. The first person speaks the first sentence in the story, the second one speaks the next one and the process continues till the story is over. The story must be a common one and well-known to all in the class.

Activity	Duration (in mins)	Resources Used
Story Telling	20	Pen, Notebook

#### Do 🗠

Begin with revising the things explained in previous session. Ask the following questions

- As the students play the game, jot down your observations on the whiteboard. These are to be shared after the activity.
- Share your inputs and insight after the students wind up the discussion.
- Appreciate the class for active participation.
- Judge the performance of each student on the following criteria:
  - o Clarity of thoughts
  - Simplicity of language
  - Positive attitude and body language
  - o Contribution towards the collective performance

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

# Unit 8.2: Importance of Effective Communication and Establishing Good Working Relationships

# Unit Objectives

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

- Discuss the components of effective communication
- Define the various components of the communication cycle
- Identify the types of communication
- Identify the barriers in communication
- Assess the importance of active listening
- Illustrate how to develop core and generic skills

## Resources to be used

Pen, notebook, whiteboard and marker

#### Note

This session will help us understand the importance of effective communication and ways to establish good working relationships.

# Say Say

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

#### Ask (ask)

Ask the participants the following questions:

- Can anyone state the different components of effective communication?
- Can anyone state the different barriers to effective communication are?

#### Elaborate

In this session, we will discuss the following points:

- Components of effective communication
- Components of the communication cycle
- Types of communication
- Barrier in communication
- Importance of active listening
- Addressing grievances
- Ways of managing interpersonal conflicts
- Core and generic skills

#### Say 🤷

Let us participate in an interesting activity for understanding the concept well.

#### Activity 2

Provide the trainees with a situation where two members within a team have been fighting over matters related to duties exchange. As both the trainees get involved in a heated argument, matters become worse. In this case, one of the trainees overhears the conversation.

- Ask the trainees would be their immediate course of action
- For the ease of evaluation, divide the class into two groups.

Activity	Duration (in mins)	Resources Used
Situation-Based Activity	As per the discretion of the trainer	Notebook, pen, pencil, eraser, participant handbook, laptop, internet connection, etc.

#### Do 🗠

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 8.3: Prepare and Organize Work



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

- Discuss the importance and benefits of preparing, planning and organizing work
- Discuss the steps involved in preparing, planning and organizing Work
- Discuss the methods adopted to prepare, plan and organize work

#### . Resources to be used 🖉

Pen, notebook, whiteboard and marker

Note

This session will help us understand how to prepare and organize work.

# Say 🦻

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask ask

Ask the participants the following questions:

- Can anyone tell a few benefits of planning and organizing work?
- Can anyone mention the basic steps involved in preparing, planning and organizing work?

#### Elaborate

In this session, we will discuss the following points:

- Importance of preparing, planning and organizing work
- Steps involved in preparing, planning and organizing work
- Methods adopted to prepare, plan and organize work

Say 🤷

Let us participate in an interesting activity for understanding the concept well.

#### Activity

- The activity will be in the form of a practice session
- Ask the trainees to prepare a rooster for work allocation
- Allot marks based on individual performance

Act	ivity	Duration (in mins)	Resources Used
	e session activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do 🗠

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 8.4: Decision Making



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

- Discuss the requirements of decision making
- Identify the steps involved in the decision making process

#### Resources to be used

Pen, notebook, whiteboard and marker



This session will help us learn the process of decision making.



Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

#### Ask (ask)

Ask the participants the following questions:

- Can anyone state the basic requirements for decision making?
- Can anyone mention a few steps involved in decision making?

#### Elaborate

In this session, we will discuss the following points:

- Requirements for decision making
- Steps involved in decision making

#### . Say 🔎

Let us participate in an interesting activity for understanding the concept well.

#### Activity 2

The activity will be in the form of a discussion session

For instance:- XYZ Pvt. Ltd. have to prepare 500 cabinets for a local charitable trust. The manager of your makeshift store asks you to use low-quality materials, as a low selling price has been quoted for the charitable trust.

- For the ease of evaluation, divide the class into groups
- Encourage peer discussion in the class
- Provide marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Discussion-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

## Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 8.5: Problem Solving

# Unit Objectives

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

• Identify the steps involved in solving a problem, using analytical and critical thinking abilities

• List the strategies adopted by a cabinet maker for solving problems at workplace

# Resources to be used

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, etc.

Note

This is the thirtieth session of the program which talks about problem-solving, managing anger and stress, managing time and setting goals

#### Say 6

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

Do 🗠

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.



Now, let us begin with a new session, which is about problem-solving, managing anger and stress, managing time and setting goals. In the previous session, we have had a clear understanding of how to work effectively with others, organize work, effectively communicate and make decisions.

## Ask ask

Ask the participants the following questions:

- Have you ever come across a difficult problem, which had initially stressed you out but you finally managed to solve it?
- Why is it important for a cabinet maker to manage time and set goals?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

#### Elaborate

Discuss the following:

- The seven steps in solving a problem are:
  - o Identify the problem
  - o Understand everyone's interests
  - o List the possible solutions (options)
  - o Evaluate the options
  - Select an option or options
  - o Document the plan
  - o Monitor and evaluate
- Anger can be defined as a strong feeling of annoyance, displeasure, or hostility.
- The methods involved in managing anger are:
  - Move yourself away from the situation
  - o Divert yourself in other activities like exercise, reading, listening to music
  - o Take a deep breath and think before you speak
  - o Count from 1 to 10 slowly
  - o Use humour or jokes to reduce anger
  - o Exercise, yoga and meditation
  - o Stress adversely affects one's mind, body and behaviour.
  - o Work Stress can be managed by relaxing and de-stressing oneself.
- Tips to manage one's time effectively:
  - o Sticking to one's plan
  - o Maintaining a daily To-Do list
  - o Allocating one's time wisely
  - o Adhering to and respecting deadlines
  - o Avoiding wasting time

# Say 🖻

Let us now participate in a game, in order to understand the importance of problem-solving, managing stress, time and setting goals.

# Activity

Ask the students to play a game, where they are divided into two teams, A and B. Both the teams will be given a sheet of paper each and common stationery items. Each team has to make a "cantilever bridge" with the help of these resources.

Activity	Duration (in mins)	Resources Used
Making a bridge	45	Pen, Notebook common craft materials, cello tapes, sheet of paper, common stationery items

# Do

Begin with revising the things explained in previous session. Ask the following questions

- As the students play the game, jot down your observations on the whiteboard. These are to be shared after the activity.
- Share your inputs and insight after the students wind up the discussion.
- Appreciate the class for active participation.
- Judge the performance of each student on the following criteria:
  - o Clarity of thoughts
  - o Simplicity of presentation
  - Positive attitude and body language
  - o Time management and decision making
  - o Contribution towards the group performance

# Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

### Unit 8.6: Manage Anger and Stress



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

- Identify the common methods involved in managing anger
- Identify the effects of stress
- Identify how can one manage work stress

# \_ Resources to be used 🖉

Pen, notebook, whiteboard and marker

Note

This session will help us understand how to manage anger and stress.

Say

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask

Ask the participants the following questions:

- Can anyone mention 2-3 effects of stress on one's mind, body and behaviour?
- Can anyone discuss a few methods involved in managing anger?

### Elaborate

In this session, we will discuss the following points:

- Methods involved in managing anger
- Effects of stress
- Management of work stress

Let us participate in an interesting activity for understanding the concept well.

# Activity 2

Say

- The activity will be in the form of an expert visit session
- The expert will be from the carpentry industry
- He will give the trainees examples of various situations where they might get into various disagreements and arguments with the customers
- The expert will guide the students by giving them tips on how to handle such situations

Activity	Duration (in mins)	Resources Used
Expert Visit session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

# Notes for Facilitation

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

## Unit 8.7: Manage Time



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

• Explain the importance of managing time

#### Resources to be used

Pen, notebook, whiteboard and marker

Note

This session will help us understand how to manage time.

# Say 🤷

Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

# Ask (ask)

Ask the participants the following questions:

- Can you state any three important tools for time management?
- Can anyone state the ways to manage time effectively?

#### Elaborate

In this session, we will discuss the following points:

• Importance of managing time



Let us participate in an interesting activity for understanding the concept better.

# Activity 🖉

The activity will be in the form of a discussion session

Provide the trainees with three different scenarios

- Prepare a layout for a cabinet
- Sort and segregate the waste from the manufacturing process into non-biological waste and scrap waste
- Complete the polishing of the cabinets before the final dispatch is done

Activity	Duration (in mins)	Resources Used
Discussion-based activity	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

# \_ Do 🗸

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

# Notes for Facilitation

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class



### Unit 8.8: Set Goals for Oneself and the Team



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

- Identify the meaning of Goal Setting
- Discuss the steps involved in setting goals for oneself and the team

# Resources to be used

Pen, notebook, whiteboard and marker

Note

This session will help us understand how to set goals for oneself and the team.



Good day and a very warm welcome to the training program "Cabinet Maker". Before we begin, let us participate in an interactive session.

### Ask (ask)

Ask the participants the following questions:

• Can you mention a few basic steps involved in goal setting?

### Elaborate

In this session, we will discuss the following points:

- Meaning of goal setting
- Setting goals for oneself and the team

Sav 🧣

Let us participate in an interesting activity for understanding the concept better.

# Activity 😥

- The activity will be in the form of a practice session
- Ask the trainees to prepare cabinets based on three different room layouts
- Set different parameters for evaluation, such as:
  - o Precision
  - o Finish
  - o Fittings
  - o Polishing
- Encourage peer feedback

Activity	Duration (in mins)	Resources Used
Practice-based activity session	As per the discretion of the trainer	Notebook, Pen, Pencil, Eraser, Participant Handbook, Laptop, Internet Connection, etc.

Do

- Ensure that all the students in the class have participated in the activity.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

# \_ Notes for Facilitation 🖃

- Ask the participants if they have questions.
- Encourage peer learning in the class.
- Answer all the doubts made by the students in the class

#### Unit 8.9: Understanding Technical Drawings and Blueprints

# Unit Objectives

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

- Discuss basic AutoCAD
- Practise how to read and interpret 2D/3D drawings

# Resources to be used 🦉

Participant Handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projector, laser pointer, ruler, pencil, eraser, worksheet, sample drawings, etc.

#### Note

This is the thirty first session of the program which talks about understanding Technical Drawings and Blueprints.

# Say 🔎

Good morning and a very warm welcome to this training program 'Cabinet Maker'. Before we begin this session, let us have a brief recapitulation of the previous session.

### Do 🗠

Begin with revising the things explained in previous session. Ask the following questions

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.
- Clarify if they have any doubts.
- Tell the class about what they are going to learn in this session.

# Say 🦻

Now, let us begin with a new session, which is about understanding Technical Drawings and Blueprints. In the previous session, we have had a clear understanding of Problem Solving, managing Anger and Stress, managing Time and setting Goals.

# Ask ask

Ask the participants the following questions:

• Have you ever seen a technical drawing? Why is it important for a cabinet maker to read and understand a technical drawing carefully?

Write the participants' answers on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Do 🗸

Give each student in the class a sample technical drawing.

# Elaborate

Discuss the following:

- Computer-aided Design, commonly known as CAD, controls the manufacture of parts and accessories, according to specifications given by the client.
- This software defines the mechanical dimensions, commonly known as "specifications" of furniture accessories, parts or modules.
- CAD can also be used to enhance the productivity and accuracy of the machines.
- CAD helps in preparing the blueprint of any modular furniture or module / accessory / part.
- AutoCAD is one of the most popular software that implements computer-aided design.
- The latest version of AutoCAD, AutoCAD 23.0, has been released on March 22, 2018.

Few Important AutoCAD Commands:

QSAVE	saving the current drawing in default format
ARC	creating an arc
ZOOM	increasing or decreasing the magnification of view in the current viewpoint
WBLOCK	writing an object or a block to a new drawing file
STRETCH	stretching objects crossed by a selection window or polygon
EXPLODE	breaking a compound object into its component objects
ERASE	deleting objects from a drawing
DIMSTYLE	creating and modifying dimension styles

CIRCLE	creating a circle
REDRAW	refreshing the display in the current viewpoint
FILLET	rounding and filleting (cutting into strips) the edges of objects
VIEW	saving and restoring named views, camera views, layout views and preset views
MTEXT	creating a multiline text object
GROUP	creating and managing saved sets of objects called "groups"
BLOCK	creating a block from selected objects
НАТСН	filling an enclosed area or selected objects with a hatch pattern, solid fill or gradient fill
JOIN	joining similar objects to form a new, single, unbroken object
MOVE	moving objects along a specific direction, for a specific distance
INSERT	inserting a new block object or drawing into the current drawing / draft
OFFSET	creating concentric circles, parallel lines and parallel curves
LINE	creating straight line segments
PAN	adding a given parameter with grips to a dynamic block definition

- Work Order is a task, job or assignment, which can be assigned to a person for completion.
- A work order may be issued from the client's end or circulated internally within the organization.
- Parts of a Blueprint:
  - o Elevation View
  - o Plan View
  - o Section View
- Steps in reading a Blueprint / technical drawing are:
  - o Determining the view
  - o Understanding the scale and determine the actual dimensions
  - o Reading the Title Block
  - o Reading the Notes
  - o Reading the Work Order or the Bill of Materials
  - o Understanding the differences between the various Lines and interpreting them
  - o Understanding and interpreting the projections, sections and details
  - o Understanding allowances from the blueprint
  - o Working instructions and specifications and interpret them accurately

# Say 🤷

Let us now participate in an activity to understand the concept further.

Hold uses	s. Explain in detail w	• •	nt and explain to the class its different parts, blocks and their ample drawing represent and help the class understand the to be constructed.	
	Activity	Duration (in mins)	Resources Used	
	See and Learn	30	Pen, Notebook, Participant Handbook, Whiteboard / Flipchart, Markers, sample drawing	

Do 🗸

Clarify doubts, if any. Repeat the demonstration if needed.

# Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

An	swers to Exercises for PHB
Fil	l in the Blanks
1.	Non-compliance or Non-conformity occurs through Protocol Violations anda) Aggressionb) Protocol Deviations c) Conformation deviation
	A: Protocol Deviations
2.	communication involves the use of language spoken verbally or orally to convey messages. a) Oral b) Physical c) Grievance A: Oral
3.	according to the Dictionary, is "a complaint or a strong feeling that one has been treated unfairly". a) Grievance b) Conformity c) Complaint A: Grievance
4.	<ul> <li>TAT adherence and quality assurance are important aspects of</li> <li>a) Time management b) Project management c) Company management</li> <li>A: Project management</li> </ul>





& ENTREPRENEURSHIP



Transforming the skill landscape



# 9. Employability & Entrepreneurship Skills

Unit 9.1 – Personal Strengths & Value Systems Unit

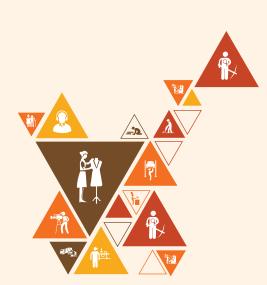
Unit 9.2 – Digital Literacy: A Recap

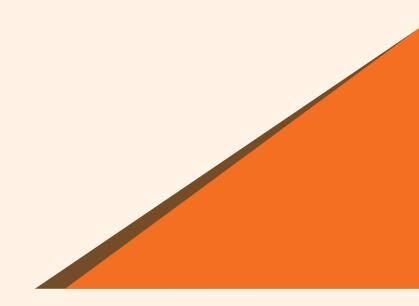
Unit 9.3 – Money Matters

Unit 9.4 – Preparing for Employment & Self Employment

Unit 9.5 – Understanding Entrepreneurship

Unit 9.6 – 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 9.1: Personal Strengths & Value Systems Unit

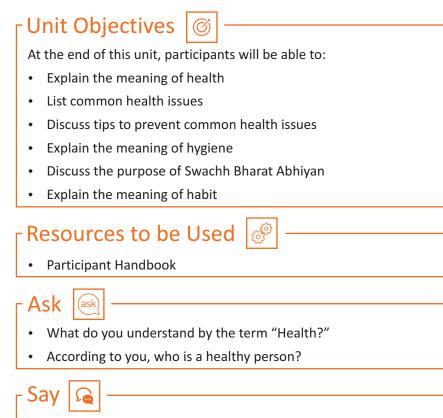
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#### **Key Learning Outcomes**

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

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

### Unit 9.1.1: Health, Habits, Hygiene: What is Health?



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

# Ask ask

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

#### Say 🔓

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

### Do 🗸

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

#### Say 뎗

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

# Activity

• Health Standard Checklist from the Participant Handbook.

### Ask as

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

# Say 🔓

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

### Do 🗸

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

### Summarize 🔎

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

#### Ask (

#### Discuss:

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

#### Say G

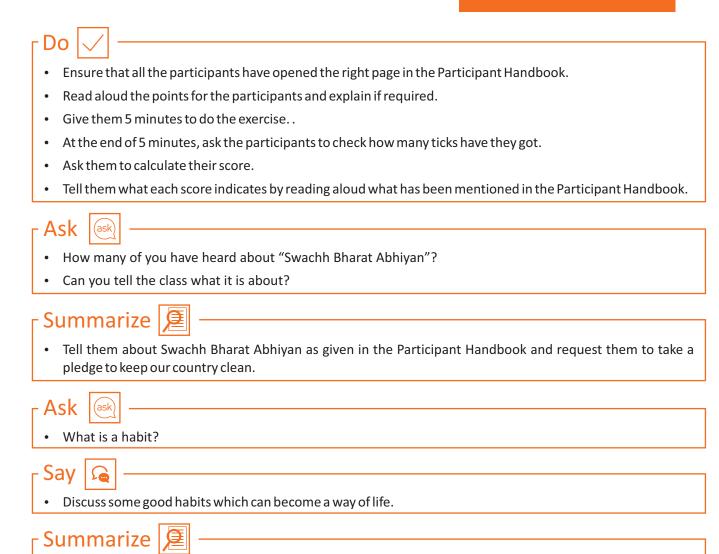
• Discuss the meaning of hygiene as given in the Participant Handbook.

#### Activity

• Health Standard Checklist: Hygiene

#### Say 🔓

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



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

#### Unit 9.1.2: Safety

## Unit Objectives 🞯

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

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

#### Resources to be Used

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

# Say ᡗ

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

# Team Activity 🙀

#### **Safety Hazards**

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

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

- Δ	sk	(as
<b>_</b> ,		

How could you or your employees get hurt at work?

# Say 뎗

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

# Do 🗸

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

#### Say 🔓

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

### Do 🗸

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

### Ask ask

#### **De-briefing**

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

### Summarize 🔎

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

# Unit 9.1.3: Self Analysis – Attitude, Achievement Motivation: What is Self Analysis?

### Unit Objectives 🞯

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

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

#### Resources to be Used

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

### Activity 🔅

This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

### Do 🗸

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

### Say 🔓

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

### Team Activity 🙀

#### **Tower building**

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

### Do 🗸

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

# Ask ask

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

#### Say 뎙

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

## Ask ask

• Is your attitude positive or negative?

### Say 🔓

• Let me tell you a story :

#### It's Little Things that Make a Big Difference.

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

### Ask ask

• What did you learn from this story?

### Activity 2

What Motivates You? from the Participant Handbook.

### Do 🗸

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

# Say 뎗

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

### - Summarize / 🕭

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

#### Unit 9.1.4: Honesty & Work Ethics

# Unit Objectives Ø

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

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

### Resources to be Used

• Participant Handbook



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

# Say 뎗

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

# Do 🗸

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

# Team Activity 🙀

#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

#### Scenario 4

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

### Say 🔓

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

# Do 🗸

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

# Summarize 🔎

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

#### Unit 9.1.5: Creativity and Innovation



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

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

#### Resources to be Used

- Participant Handbook
- Chart papers and marker pens

### Ask ask

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

### Say 🔓

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

#### A.P.J. Abdul Kalam

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

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

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

#### Looms for physically challenged

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

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

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

### - Ask ask

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

### Say 뎗

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

## Team Activity 🙀

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

#### **Activity De-brief**

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

#### Do 🗸

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

Summarize 🔎

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

### - Notes for Facilitation

• Source for stories on innovations:

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

#### Unit 9.1.6: Time Management



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

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

#### - Resources to be Used 🔗

• Participant Handbook

#### Ask ask

#### Does this sound like you?

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

#### Example 🖓

Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

# Ask ask

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

# Activity 😥

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

#### Say Say

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

#### Ask (

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

### Say 뎙

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

### Activity

#### **Effective Time Management**

• This activity has two parts:

#### PART 1

#### **TO-DO LIST**

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

#### PART 2

#### **URGENT-IMPORTANT GRID**

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

#### • Category 2: Not Urgent/Important

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

#### Category 3: Urgent/Not Important

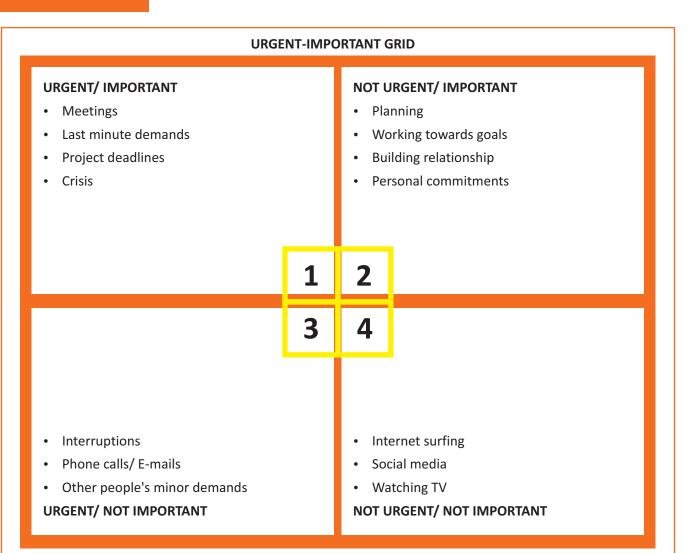
- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

#### • Category 4: Not Important and Not Urgent

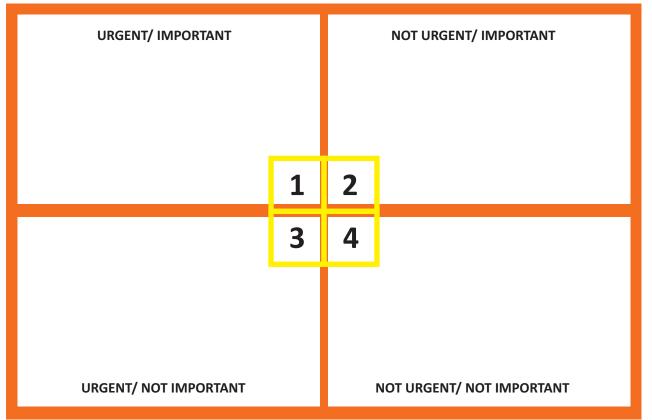
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

#### **TO- DO list format**

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



#### **URGENT/ IMPORTANT GRID format**



# Do

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

# Say 뎗

#### **Activity De-brief:**

#### How can we balance tasks between the four categories?

#### How to manage time through this grid?

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

### Summarize 🔎

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

### Notes for Facilitation

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

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

## Unit 9.1.7: Anger Management



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

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

### - Resources to be Used 🛛

• Participant Handbook

### Ask 🤅

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

### Say 🔓

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

## Do

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

## - Activity

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

## - Ask

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

#### **Facilitator Guide**

## Say 뎗

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

### Do

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

## Activity 💯

#### Trigger points and Anger Management Techniques Activity

#### Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

#### **Result of your anger:**

Write the techniques that you use to manage your anger:

#### Anger Management Techniques

### Say 🔓

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

### Do

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

## Ask ask

#### **De-brief questions:**

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

## Summarize 🔎

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

### -Notes for Facilitation

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

### Unit 9.1.8: Stress management: What is stress?



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

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

## - Resources to be Used

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

## Say Sa

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

## Ask as

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

## Say 🔓

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

## Do 🗸

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

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



#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

#### Scenario 4

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

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

### Ask 🔤

#### **De-brief questions:**

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

### Say Say

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

#### Do 🗸

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

## Say 🔓

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

#### De-brief:

#### Scenario 1

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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

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

## Do 🗸

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

#### Scenario 5

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

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

## Say 🔓

#### De-brief:

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

## Summarize 📜

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

## - Notes for Facilitation 🛛 🗐

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

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### Unit 9.2: 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

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# Unit 9.2.1: Computer and Internet Basics: Basic Parts of a Computer

### Unit Objectives 🞯

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

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

## Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

## Say 🔓

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

## Explain

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

## Ask as

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

## Say 🔓

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

## Summarize 🔎

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

## Practical 🛞

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

## Do 🗸

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

### Unit 9.2.2: MS Office and Email: About MS Office



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

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

### -Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

### -Ask

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

## Say 뎗

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

### -Explain 🗟

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

## -Ask

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

### Say 🔓

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

## -Do 🗸

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

## Demonstrate

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

## -Practical 🞇

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

## Summarize 🖇

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

### Unit 9.2.3: E-Commerce

## Unit Objectives 🞯

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

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

### Resources to be Used 💣

- Computer System with internet connection
- Participant Handbook

## -Ask

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

## Say 뎙

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

## -Ask

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

### -Say 🔓

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

## -Team Activity 🎐

#### **E-commerce examples**

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

## -Say 뎗

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

#### -Do |~

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

### -Say โ

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

## -Explain 📲

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

## Say 뎗

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

## -Role Play 🥰

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



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

## Say 뎙

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

### -Do 🗸

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

-Ask

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

### -Say | ົ

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

## -Summarize 🔎

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

	Cabinet Maker Modular Kitchen
Notes	
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### Unit 9.3: Money Matters

## Key Learning Outcomes

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

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

### Unit 9.3.1: Personal Finance - Why to Save?

## -Unit Objectives

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

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

## -Resources to be Used 🧬

Participant Handbook

### -Ask ask

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

## -Example

Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

## Ask ask

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

#### Say 🔓

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

### -Ask

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



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

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

## -Ask 🔤

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

## Say 뎙

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

## -Team Activity 🙀

#### Personal Finance-Why to save

• This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

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

#### PART 2

#### HOW WILL YOU USE THE MONEY

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

### -Do

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

#### **Activity De-brief**

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



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

## Summarize 🔎

#### You can summarize the session by discussing:

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

## Unit 9.3.2: Types of Bank Accounts, Opening a Bank Account



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

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

### -Resources to be Used

- Account opening sample forms
- Participant Handbook

### -Ask ask

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

## -Example

• Let's look at the given example:

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

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

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

## -Ask

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

### Say 🔓

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

#### -Ask

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



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

## Team Activity 🛃

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

#### **Activity De-brief**

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

### -Say | ໂ

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

## -Ask ask

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

## Say 뎗

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

## -Team Activity 🙀

#### **Opening a Bank Account**

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

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

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

#### **Activity De-brief**

#### How did you design the form?

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

## -Do 🗸

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

## -Summarize 🔎

#### Note:

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

#### Sample Bank Account Opening form.

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

	Owning Hous	se :	Y/N	Owning Farm	1
	Y/N No. of Anima	ls ·		Any other	
Existing Bank A/c. of family members / household		//N	lf y	ves, No. of A/cs.	
Kisan Credit Card	Whether Elig	ible	Y / N		
l request you to is	ssue me a Rup	av Card			
account after 6 i needs subject to	months of oper the condition raft facility. I sh	ning my that onl	account for y one mem	fter satisfactory ope meeting my emerg per from the house ms and conditions s	ency/ family hold will be
shall abide by a	all the terms an	nd condit	ions as may	be in force from tin	ne to time. I
declare that I hav Place:				t facility from any ot	her bank.
declare that I hav Place: Date:					her bank.
declare that I hav Place: Date: Nomination:	e not availed a			t facility from any ot	her bank.
declare that I hav Place: Date:	e not availed a			t facility from any ot	Applicant Applicant
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# Unit 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

### -Unit Objectives 🏼 🎯

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

• Differentiate between fixed and variable costs

### Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

### -Ask

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

## Say 뎗

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

## -Team Activity 🙀

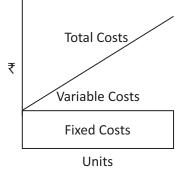
#### Identify the type of cost

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

#### Do 🗸

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

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



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

## -Team Activity 🙀

#### **Fixed vs. Variable Costs**

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

#### **Activity De-brief**

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

## Do

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

## -Summarize 🧵

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

## ┌ Notes for Facilitation 🗐

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

### Unit 9.3.4: Investments, Insurance and Taxes

## -Unit Objectives 🚳

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

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

#### -Resources to be Used

• Participant Handbook

## -Ask ask

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

{~}

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

## -Example

Let's have a look at a few scenarios.

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

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

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

## -Say 🔓

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



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

#### Say 🔓

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

## -Say | ଜି

• 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 9.3.5: Online Banking, NEFT, RTGS, etc.



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

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

## -Resources to be Used

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

## -Ask

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

## -Say 🔓

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

## Do 🗸

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

## Say 뎗

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

## Do 🗸

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

## -Summarize 🔎

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

	Cabinet Maker Modular Kitchen
Notes	
Notes	



# Unit 9.4: Preparing for Employment and Self Employment

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# 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 9.4.1: Interview Preparation: How to Prepare for an Interview

#### -Unit Objectives 🏻 🎯

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

Discuss the steps to follow to prepare for an interview

#### -Resources to be Used

• Participant Handbook

#### -Ask 🤅

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

# -Say 뎙

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

# -Activity 1 🙊

Introducing Yourself

#### Do 🗸

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

## -Ask

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

# -Say 痛

- 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 9.4.2: Preparing an Effective Resume: How to Create and Effective Resume?

### -Unit Objectives 🏼 🎯

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

• Discuss the steps to create an effective Resume

### -Resources to be Used 🧬

- Participant Handbook
- Blank papers and pens

### -Ask

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

### Say 🔓

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

## Do 🗸

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

### Say 뎗

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



#### **Case Study Analysis**

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

#### **Candidate Details**

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

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

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

#### **Job Posting**

#### \* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

#### THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

*Role:* Housekeeping Executive/Assistant.

**Desired Candidate Profile** 

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

# Say 🔓

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

### Do 🗸

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

## Summarize 🔎

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

## Notes for Facilitation

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

#### Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxla@gmail.com

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

#### **Professional strengths:**

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

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

#### **Educational background:**

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

#### **Professional internships:**

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

#### Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

#### Nipesh Singla

#### Unit 9.4.3: Interview FAQs



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

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

# -Resources to be Used 🧬

• Participant Handbook

# Say 🔓

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

# Do 🗸

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

## -Role Play 😴

• Conduct the role plays for the situations given.

## -Do 🗸

#### Situation 1

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

## -Say 뎙

#### 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 โ

#### De-brief:

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

## -Do 🗸

#### Role Play – Situation 3

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

# -Say 🔓

#### De-brief:

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

## Do 🗸

#### Role Play – Situation 4

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

## Say 🔓

#### De-brief:

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

### Do

#### Role Play – Situation 5

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

# Say 뎗

#### De-brief:

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

#### Role Play – Situation 6

Do

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

# -Say ໂ

#### De-brief:

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

### -Do 📐

#### Role Play – Situation 7

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

### Say 🔓

#### De-brief:

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

# Explain

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

### Do 🗸

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

# -Activity 🛞

#### **Mock Interview Questions**

Mock Interview Questions

Tell me something about your family.

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

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

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

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

# -Summarize 🔎

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

### Unit 9.4.4: Work Readiness – Terms and Terminology

# -Unit Objectives 🎯

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

Identify basic workplace terminology

### -Resources to be Used

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

# -Ask

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

# Say 뎙

• Let's start this unit with an activity.

# -Team Activity 🛃

#### Workplace terminology

• This is a group activity conducted in three parts.

Part 1

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

#### **Activity De-brief**

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

# Do

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

#### Say 뎙

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

# Ask ask

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

# Say 뎗

• Let's now continue the activity.

### -Team Activity 🙀

#### **Terms and Terminology**

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

#### Part 2

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

#### **Activity De-brief**

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

## -Do 🗸

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

### Say 🔓

• Let's go ahead with the activity.

# -Team Activity 🙀

#### **Terms and Terminology**

• The activity continues with the same group members.

Part 3

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

#### **Activity De-brief**

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

# -Do 🗸

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



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



### Unit 9.5: 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 9.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/types of enterprises)

## -Unit Objectives 🛛 🚳

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

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

# -Resources to be Used 🔗

• Participant Handbook

### Say G

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

# -Team Activity 🙀

#### **Quiz Questions**

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

## -Do 🗸

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

# -Ask ask

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

# Say 뎗

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

# Summarize 度

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

### -Notes for Facilitation

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

### Unit 9.5.2: Leadership and Teamwork

# -Unit Objectives 🛛 🎯

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

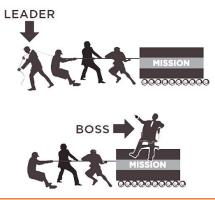
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

### -Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

### Do

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



## Say 뎙

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

# Say 뎙

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

# -Ask

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

# -Say 뎗

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

### -Ask ask

• Do you consider yourself a team player?

# -Team Activity 比

#### Long Chain

• This is a group activity.

### -Do 📐

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

### Say Say

#### De-brief:

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

## Say Say

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

# Summarize 🔎

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

# Unit 9.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

### -Unit Objectives 🏻 🎯

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

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

## -Resources to be Used 🖉

• Participant Handbook



#### Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

# -Ask 💽

#### **De-brief questions:**

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

# Say 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.



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

# Ask ask

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

# Say 뎗

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

# Do 🗸

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

# -Activity 2 😥

#### **Riddles:**

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

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

Do they have a 26th of January in England?

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

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

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

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

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

#### Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

# Ask (ask)

#### **De-brief question:**

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

## -Say 뎙

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

# -Activity 3 🔅

#### **Elevator Pitch:**

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

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

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

# Do 🗸

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

## -Notes for Facilitation

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

#### Example:

Here's how your pitch could come together:

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

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

## -Summarize 🔎

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

### Unit 9.5.4: Problem Solving & Negotiation Skills

# Unit Objectives

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

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

### Resources to be Used 💣

• Participant Handbook

# Ask a

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

# Say Sa

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

# -Ask 🔤

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

# -Say 🔓

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

# Team Activity 🛃

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
- 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 뎙

#### **De-brief questions:**

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

Ask as

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

# -Say 🔓

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

# -Ask (ask)

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

# Say 뎗

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

# -Summarize 🔎

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

# -Activity

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

## Do 🗸

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

# Ask ask

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

### Say 🔓

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

# Ask a

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

#### Say 🔓

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

# Say 뎙

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

# -Role Play 👿

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

# Do 🗸

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

#### Problem solving Scenario 1

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

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

#### Problem solving Scenario 2

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

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

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

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

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

#### **Negotiation Scenario 1**

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

#### **Negotiation Scenario 2**

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

### Notes for Facilitation

#### **Facilitating Role Plays**

#### Preparing for the activity

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

#### Conducting the activity

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

# -Summarize 🔎

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

# Unit 9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

#### -Unit Objectives 🏼 🎯

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

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

### Resources to be Used 🖉

- Participant Handbook
- Blank sheets of paper
- Pens

# -Ask

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

### Say 🔓

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

# Do 🗸

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

### Activity

#### Do your SWOT analysis

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

# -Do 🗸

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

# -Ask

#### **De-brief questions:**

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

### -Summarize 📜

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

### Unit 9.5.6: Entrepreneurship Support Eco-System

# - Unit Objectives 🛛 🎯

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

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

### Resources to be Used 💣

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

# Ask ask

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

## Say 뎙

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

# Ask 💽

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

## Say 🔓

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

## Team Activity 🛃

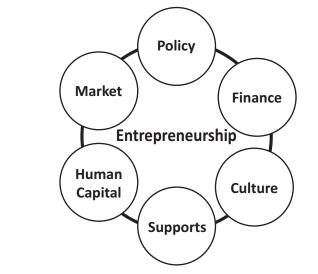
Making a poster showing the entrepreneurship support eco-system.

# -Do 🗸

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

#### **Activity De-brief**

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



#### -Ask

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

# Say 🔓

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

# Team Activity

• Presentation on key schemes to promote entrepreneurs

## Do 🗸

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

#### **Activity De-brief**

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

#### Summarize

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

### Unit 9.5.7: Risk Appetite & Resilience



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

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

#### Resources to be Used

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

Ask

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

# Example

• Let's have a look at these two examples:

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

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

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

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

# Say 뎙

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

# Say 🔓

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

# - Team Activity 🙀

#### **Risk Appetite**

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

#### **Activity De-brief**

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

# Do 🗸

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

# Ask ask

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

# -Example

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

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

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

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

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

# Say 🔓

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

# Team Activity 🛃

#### **Entrepreneurship and Resilience**

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

#### **Activity De-brief**

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

# Do 🗸

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

# Summarize 🔎

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

### Unit 9.5.8: Success and Failures



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

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

# -Resources to be Used 💣

• Participant Handbook

### Ask ask

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

# -Example

Let's have a look at this example.

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

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

### -Say 뎙

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

# -Ask

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

### Say 🔓

• 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.

	Cabinet Maker Modular Kitchen
Notes	



### Unit 9.6: 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 9.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

## - Unit Objectives

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

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

### Resources to be Used

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

# - Ask

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

# - Example <table-cell>

• Let's have a look at this example.

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

# Say 🔓

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

# Team Activity

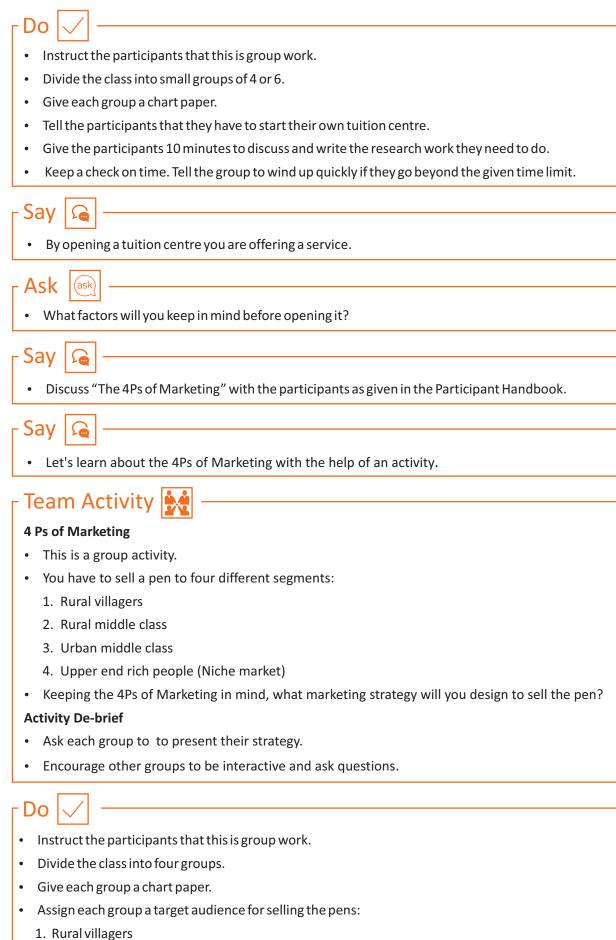
#### **Market Study**

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

#### **Activity De-brief**

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

Cabinet Maker Modular Kitchen



- 1. Nulai villageis
- 2. Rural middle class
- 3. Urban middle class

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

#### **Activity De-brief**

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

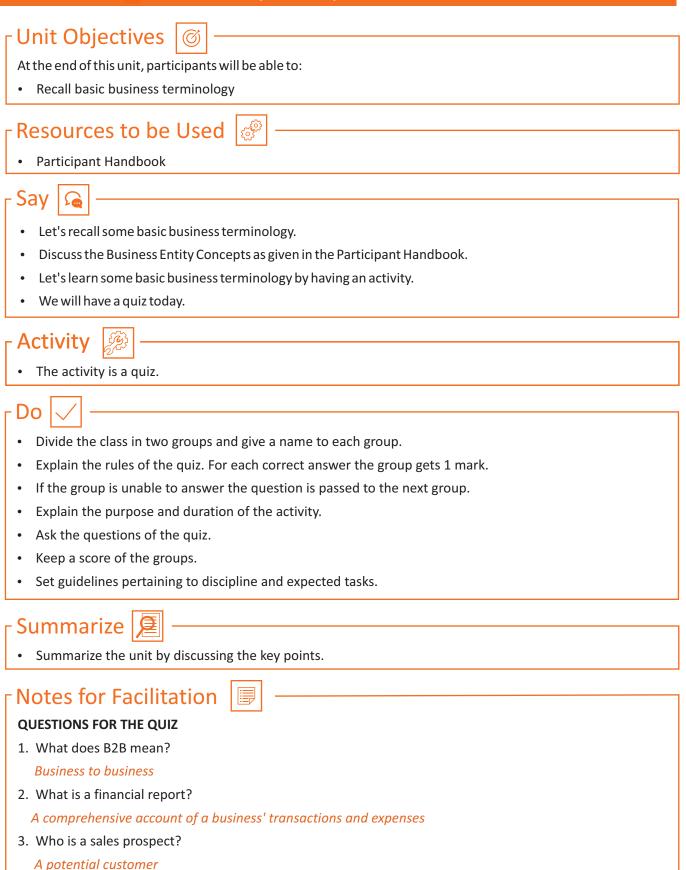
# Say Say

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

#### Summarize 🖌

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

### Unit 9.6.2: business Entity Concepts



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 9.6.3: CRM & Networking

# - Unit Objectives 🏼 🎯

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

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

### Resources to be Used

Participant Handbook

#### · Ask 🔤

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

# Say 뎗

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

### Do

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

# Team Activity 🙀

#### **Case Study Analysis**

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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

# Say 뎗

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

# -Do 🗸

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

# Say 뎗

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

### Activity

#### **Group Discussion**

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

# Summarize 🖌

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

### Unit 9.6.4: Business Plan: Why Set Goals?

# - Unit Objectives 🏼 🎯

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

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

### Resources to be Used

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

# - Ask

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

# Say 🔓

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

# - Ask

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

#### - Do 🗸

• Ask few participants to share their business ideas.

### Ask ask

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

### Say Say

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

### Team Activity 🙀

#### Writing a business Plan

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

- This activity is divided into two parts:
  - 1. Create a business idea
  - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

#### **MY BUSINESS PLAN**

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

# -Say 뎗

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
  - 1. Executive Summary
  - 2. Business Description
  - 3. Market Analysis
  - 4. Organization and Management
  - 5. Service or Product Line
  - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

# Say 痛

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

# Do 🗸

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

#### Say โม

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

# Summarize

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

### Notes for Facilitation

• Keep the business plan format ready in a flipchart to display it during the activity.

### Unit 9.6.5: Procedures and Formalities for Bank Finance

# Unit Objectives 🎯

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

Describe the procedure and formalities for applying for bank finance

### Resources to be Used

- Participant Handbook
- Bank loan/finance form sample ٠

#### - Ask (ask

While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

# Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - Bootstrapping: Also called self-financing is the easiest way of financing
  - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business. •
  - Angel investors: Individual or group of investors investing in the company
  - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - Bank loans: The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

# Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

### Summarize 😫

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

### **Notes for Facilitation**

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

#### CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

- 1. Audited financial statements of the business concern for the last three years
- 2. Provisional financial statements for the half year ended on
- 3. Audited financial statements of associate concern/s for the last three years
- 4. Copy of QIS II for the previous quarter ended on \_\_\_\_\_
- 5. Operational details in Annexure I
- 6. CMA data for the last three years, estimates for current year and projection for the next year
- 7. Term loan/DPG requirements in Annexure II
- 8. List of machinery in respect of machinery offered as security in Annexure III
- 9. Additional details for export advances furnished in Annexure IV
- 10. Property statements of all directors/partners/proprietor/guarantors
- 11. Copies of ITAO of the company for the last three years
- 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
- 13. Copies of certificate from banks and financial institutions certifying the latest liability with them
- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

# Unit 9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

#### - Unit Objectives

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

• Discuss how to manage their own enterprise

# Resources to be Used

Participant Handbook

#### - Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

# Say 🔓

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

# Say Sa

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

### Say Sa

• Let's learn how to effectively manage an enterprise or business through an activity.

# Team Activity 🛃

#### **Enterprise Management**

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

#### **Activity De-brief**

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

# Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

# Summarize 🔎

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

# Unit 9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

#### - Unit Objectives 🎯

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

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

### Resources to be Used 🧬

- Participant Handbook
- Blank sheets of paper
- Pens

### Ask ask

Why do you want to become an entrepreneur?

# Say ᡗ

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

# Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

# Summarize 🔎

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

### Notes





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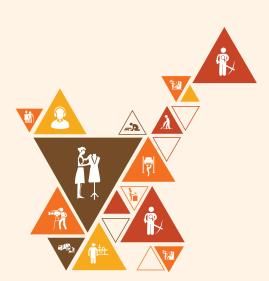


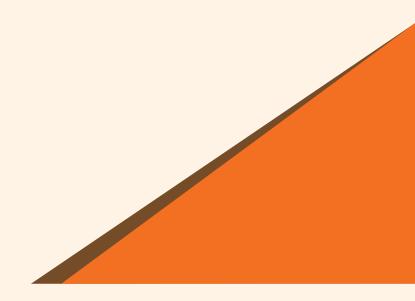
Transforming the skill landscape



# 10. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria





# Annexure I

# **Training Delivery Plan**

Training Delivery Plan					
Program Name:	Cabinet Maker Modular Kitchen				
Qualification Pack Name & Ref. ID	FFS/Q5102, V1.0				
Version No.	1.0 Version Update Date 12/07/2020				
Pre-requisites to Training (if any)	Class V, preferable 0-1 years of relevant experience				
Training Outcomes	<ol> <li>After completing this programme, participants will be able to:         <ol> <li>Interpret kitchen layout and other requirements of kitchen: assist in understanding the client's need.</li> <li>Execute preparatory activities for cabinet making: do the preparatory activities, perform tools and inventory check.</li> <li>Make and assemble parts: learn cutting, make joints, assemble different parts, perform sanding and finishing.</li> <li>Quality check at different stages of furniture making: check the product at every stage and rectify the faults.</li> <li>Maintain the work area, tools and equipment: comprehend appropriate methods for handling tools, equipment and organize the work area.</li> <li>Maintain health and safety at site/ workplace: well versed with the health and safety measures in terms of personal safety measures relevant to the carpentry occupation.</li> <li>Carry out work effectively with others: work effectively with stakeholders, colleagues, customers and adhere to the organizational rules and regulations.</li> </ol> </li> </ol>				

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
1	Introduc- tion	Intro- duction	<ul> <li>Comply with the general disciplinary norms in the classroom</li> <li>List the responsibilities of a Cabinet Maker Modular Kitchen</li> <li>Summarise the scope of a Cabinet Maker Modular Kitchen in the Furniture &amp; Fittings sector</li> <li>Identify job opportunities for a Cabinet Maker Modular Kitchen</li> <li>Demonstrate basic reading capabilities (for reading signs, notices, and cautions at the site)</li> </ul>	Bridge module	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Chart paper depicting tools, hardware, and equipment</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 08:00 Hours Practical 00:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
2	Under- stand- ing the organi- zational context/ compa- ny/ em- ployer	Organi- zational context	<ul> <li>Discuss an organisation's expectations from a Cabinet Maker Modular Furniture</li> <li>Summarise all organisational norms and policies</li> <li>Comply with relevant standard operating procedures</li> <li>Identify various levels of the organisational hierarchy</li> <li>Compare various levels of the organisation's escalation matrix</li> <li>Recognise the key personnel for clarification of queries and escalation of problems</li> <li>Paraphrase information about the organisation's clients</li> <li>Outline the phases of assembly process</li> <li>Define various terminologies, abbreviations, and symbols</li> <li>Comply with the organisation's waste management norms</li> </ul>	FFS/N5102 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Chart paper depicting sample organisational hierarchy</li> <li>Pen</li> <li>Notepad</li> <li>Microphone</li> <li>Podium</li> <li>Sound box</li> </ul>	Theory 08:00 Hours Practical 00:00 Hours
3	Mainte- nance of work area, tools and machines	Safe and correct handling of tools & equip- ment	<ul> <li>Describe an organisation's expectations from a Cabinet Maker</li> <li>List statutory responsibilities, organizational legislation and regulations related to the role of a Cabinet Maker Modular Furniture</li> <li>Summarise organisational guidelines on handling procedures, health, and safety</li> <li>Read work instructions and specifications accurately</li> </ul>	FFS/N8501 KA1, KA2, KA3, KA4, KA6, KB1, KB2, KB7, SA1, SA2, SA3, SA4, SA7, SA8, SA9, SB7	Classroom lecture/PPT Session	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Chart paper depicting correct handling procedures for tools and equipment</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 03:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Record measurements, work figures, and defects with the help of logs, forms and formats in English, Hindi or other local languages</li> <li>Record the information available in specifications and instructions</li> <li>Define the health and safety implications of incorrect and unsafe handling</li> <li>Interpret pictorial representations, safety symbols, warning signs, written signs/ instructions, and numbers written in Hindi or local language</li> <li>List the hazards related to routine maintenance</li> <li>Produce outputs as per client requirement and satisfaction</li> </ul>				
			<ul> <li>Practical</li> <li>Demonstrate the correct steps of handling materials, machinery, equipment and tools safely</li> <li>Practise dealing with work interruptions</li> <li>Perform tasks in a comfortable position with the recommended postures</li> </ul>	FFS/N8501 PC1, PC2, PC6, PC8, PC12	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle board, MDF panel, laminate, veneer, PVC edge Banding Tape, Adhesive Hardware and Fittings:- Rastex/Minifix, auto closing hinges, 9.5 crank, 16 crank, Drawer Runner:-Telescop- ic/Under mount Runner, Handle, Knob, Locks:-Cab- inet Lock/Mul- tipurpose Lock, Wire Baskets, etc.	Practical 03:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
		Mainte- nance proce- dures	<ul> <li>Compare various levels of the organisation's escalation matrix</li> <li>Identify the persons to contact in case of queries and problems</li> <li>Prepare a work plan to meet all organisational requirements</li> <li>Describe the maintenance procedures of various tools, equipment and consumables as per manufacturer's instructions</li> <li>Interpret the supervisor's instructions, manufacturer'sinstructions, and job specifications, provided in local language or Hindi</li> <li>Communicate effectively with team members, supervisors, managers, etc. to seek clarification on any unclear instructions in locally understood language</li> <li>Assess a situation and act efficiently while dealing with team members, based on one's observation, experience, reasoning, and communication skills</li> <li>Describe the effects of contamination on products</li> <li>Identify common faults with equipment</li> <li>Assess the quality of a work piece and accept or reject it accordingly</li> <li>Discuss various methods of rectifying faults</li> </ul>	FFS/N8501 KA5, KA7, KA9, KB4, KB5, KB6, SA5, SA6, SA10, SA11, SB3, SB4, SB5, SB10, SB11	Classroom lecture/PPT Session	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Chart paper depicting correct maintenance procedures for tools and equipment</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 03:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Practical</li> <li>Organise work</li> <li>Practise maintaining tools, equipment and consumables</li> <li>Demonstrate the practice of storing cleaning materials safely after use</li> <li>Devise techniques to protect stock from pilfering, theft, damage and deterioration</li> </ul>	FFS/N8501 PC4, PC7, PC11, PC13	Industry expert session	Raw materials:- Solid wood, block board, plywood, particle board, MDF panel, laminate, veneer, PVC edge Banding Tape, Adhesive Hardware and Fittings:- Rastex/Minifix, auto closing hinges, 9.5 crank, 16 crank, Drawer Runner:-Telescop- ic/Under mount Runner, Handle, Knob, Locks:-Cab- inet Lock/Mul- tipurpose Lock, Wire Baskets, etc.	Practical 03:00 Hours
		Waste minimi- sation and cleaning tech- niques	<ul> <li>Compare different waste minimisation techniques</li> <li>Organise cleaning and maintenance activities</li> <li>Determine the correct amounts of materials required for one's work</li> <li>Compare the features of various cleaning materials</li> <li>Discuss the use and applicability of various cleaning materials</li> <li>Discuss safe cleaning practices and methods</li> <li>List one's own responsibilities related to waste management</li> <li>Identify defects (materials, equipment, and process) to minimise rejection of pieces or chances of rework</li> </ul>	FFS/N8501 KA10, KB3, KB8, KB9, SB1, SB2, SB6, SB8, SB9	Classroom lecture/PPT Session	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Chart paper depicting correct waste minimisation techniques</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Practical</li> <li>Use appropriate materials to minimise waste</li> <li>Demonstrate the steps of disposing of waste in designated locations</li> <li>Select appropriate cleaning equipment and methods</li> <li>Demonstrate the practice of maintaining a clean and safe working area</li> </ul>	FFS/N8501 PC3, PC5, PC9, PC10	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle board, MDF panel, laminate, veneer, PVC edge Banding Tape, Adhesive Hardware and Fittings:- Rastex/Minifix, auto closing hinges, 9.5 crank, 16 crank, Drawer Runner:-Telescop- ic/Under mount Runner, Handle, Knob, Locks:-Cab- inet Lock/Mul- tipurpose Lock, Wire Baskets, colour-coded bins, apron, safety glasses, protective gloves, protective shoes, etc.	Practical 02:00 Hours
4	Ensuring health and safety at work- place	Health and safety at work- place	<ul> <li>Describe the organizational procedures for safe handling of equipment and machine operations</li> <li>List the common health and safety hazards in a work environment and related precautions</li> <li>Describe various health and safety practices at the workplace</li> <li>Discuss the safe storage and handling of hazardous substances</li> <li>List the benefits of good housekeeping</li> <li>Identify the importance of personal protective equipment for Cabinet Maker Modular Furniture</li> <li>Discuss the risks associated with electrical equipment and toxic chemicals</li> </ul>	FFS/N8601 KA1, KB1-2, KB6-11, KB23, SA1-10	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 04:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Recognise the importance of safe lifting practices and correct body postures</li> <li>Discuss the steps of filling up a Hazard Reporting form or an Accident Reporting form in local language or Hindi/basic English</li> <li>Read instructions and job specifications in local language or Hindi</li> <li>Interpret pictorial representations, numbers, and written signs or instructions</li> <li>Communicate effectively with supervisors and colleagues</li> <li>Describe the steps of decision-making based on a situation</li> <li>Evaluate the impact of rejected work pieces lying around at the workplace</li> </ul>				
			<ul> <li>Practical</li> <li>Comply with all health and safety instructions applicable to the workplace, tools, equipment, and materials</li> <li>Inspect the worksite for possible health and safety hazards</li> <li>Comply with manufacturers' instructions and job specifications related to the safe use of materials (chemicals and power equipment)</li> <li>Perform safe waste management techniques</li> <li>Implement basic first aid techniques in case of any accident, if required</li> </ul>	FFS/N8601 PC1-18	Laboratory session	Masks, safety glasses, ear plugs, safety footwear, gloves, first aid box, different types of fire extin- guishers, etc.	Practical 04:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Report, to authorised personnel, occupational hazards (like sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, etc.), health hazards (like chemicals and other toxic materials), and accidents</li> <li>Use appropriate personal protective equipment (like masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons, etc.)</li> <li>Demonstrate correct body postures while standing and working for long hours</li> <li>Demonstrate the approved processes of lifting, carrying or transporting heavy wooden furniture and materials like glass and chemicals</li> <li>Practise making and installing furniture and fittings, with the help of sharp tools, while complying with relevant occupational safety policies</li> <li>Implement good housekeeping practices (like cleaning work areas, managing waste, protecting surfaces against damages, etc.)</li> <li>Examine machines, tools, and equipment, before operation, to ensure safety</li> </ul>				

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
5	Dealing with emergen- cies	Dealing with emer- gencies	<ul> <li>Discuss the process of responding to emergency situations in line with organisational norms</li> <li>Summarise the reporting protocol</li> <li>List the documents required for reporting</li> <li>Identify the person(s) to contact in case of an emergency</li> <li>Collect a list of emergency contacts available with the organisation</li> <li>Discuss procedures of dealing with accidents</li> <li>Describe preventative and remedial actions to be taken in the case of exposure to toxic materials</li> <li>Identify various causes and sources of fire</li> <li>Recognise safety signs</li> <li>Summarise the methods of using various fire extinguishers</li> <li>List the safety materials required for one's work</li> <li>Organise work and maintenance activities to prevent accidents and emergencies at the workplace</li> </ul>	FFS/N8601 KA2-KA5, KB3, KB5, KB12, KB16, KB18-20, KB24, SB1-11 SB1-11	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> <li>Sample accident reporting forms</li> <li>Sample hazard reporting forms</li> </ul>	Theory 04:00 Hours
			<ul> <li>Practical</li> <li>Select an appropriate fire extinguisher as per the class of fire</li> <li>Use various categories of fire extinguishers</li> <li>Demonstrate the techniques of minimising hazards and risks in a furniture workshop</li> <li>Use basic first-aid techniques in case of emergencies</li> </ul>	FFS/N8601 PC19-32	Mock drills, industry expert sessions, etc.	Masks, safety glasses, ear plugs, safety footwear, gloves, first aid box, different types of fire extin- guishers, etc.	Practical 04:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Comply with electrical safety measures while working with powered tools and equipment</li> <li>Comply with chemical safety measures while working with harmful chemicals</li> <li>Comply with armful chemicals</li> <li>Comply with emergency and evacuation procedures in case of accidents, fires, and natural disasters</li> <li>Check the availability of safety equipment (like personal protective equipment) and safety installations (like fire exits, exhaust fans, etc.)</li> <li>Demonstrate recommended housekeeping practices to maintain a clean and hazard-free workplace</li> <li>Compare various methods of accident prevention</li> </ul>				
6	Interac- tion with seniors	Interac- tion with seniors	<ul> <li>Discuss organisational norms related to employment and performance conditions</li> <li>Describe the reporting lines, and inter- dependent functions at the workplace</li> <li>Discuss the steps of seeking assistance from supervisor or other appropriate authority</li> <li>Summarise the importance of asking questions and clarifying doubts</li> <li>Describe the method of seeking and obtaining clarifications on policies and procedures</li> <li>Report deviations to appropriate authority</li> </ul>	FFS/N8801 PC1-8, KA1-2, KB1-8, KB10, SA4-5, SB1, SB3, SB8, SB9-11	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 08:00 Hours Practical 00:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>List issues and report them appropriately</li> <li>Comply with supervisors' instructions</li> <li>Comply with escalation matrix in case of any grievance</li> <li>Classify accurate information and instructions related to one's work</li> <li>Summarise the importance of working effectively with others</li> <li>List the benefits of effective communication at the workplace</li> <li>Discuss furniture &amp; fittings manufacturing and installation principles</li> <li>Summarise the importance of correct understanding of the objectives and quality requirements of the task allotted</li> <li>List the benefits of a clean workplace</li> <li>Discuss the importance of supporting coworkers at the workplace</li> <li>Discuss the steps of filling up a deviation reporting form in the local language or Hindi/English</li> <li>Describe the steps of decision-making based on one's role</li> <li>Discuss the process of delivering need-based output with seniors</li> </ul>				

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
7	Work effective- ly with seniors/ team members	Work ef- fectively with seniors/ team mem- bers	<ul> <li>Coordinate and cooperate with colleagues to achieve work objectives</li> <li>Display courteous behaviour at all times</li> <li>Respond politely to customer queries and team members</li> <li>Follow strict dress code at work place</li> <li>Keep work area in a tidy and organized manner</li> <li>Adhere to the timelines and quality standards</li> <li>Follow organizational policies and procedures</li> <li>Share information with team wherever and whenever required to enhance quality and productivity at work place</li> <li>Work together with co-workers in a synchronized manner</li> <li>Communicate with others clearly, at a pace and in a manner that helps them to comprehend</li> <li>Show respect to others and their work</li> <li>Display active listening skills</li> <li>Identify seniors and their responsibilities at the workplace</li> <li>Comply with the escalation matrix for reporting, support, and doubt clarification</li> <li>Describe the process of reporting deviations</li> </ul>	FFS/N8801 PC9-21, KA3-4, KB9, KB11-17, SA6-11, SB2-6	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 08:00 Hours Practical 00:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Identify the types of persons to communicate with at the workplace</li> <li>Describe various components of the communication cycle</li> <li>List the benefits of active listening</li> <li>Identify the role of discipline and ethics for professional success</li> <li>Discuss the steps of managing interpersonal conflict</li> <li>Interpret the supervisor's instructions, manufacturer's instructions, and job specifications, provided in local language or Hindi</li> <li>Communicate effectively with supervisors and colleagues</li> <li>Plan material requirements with the help of seniors</li> </ul>				
8	Under- standing kitchen layout and other require- ment from client/ supervi- sor	Under- stand- ing of require- ments	<ul> <li>Discuss organisational processes, norms, formalities, and legislation relevant to the job role</li> <li>Summarise package details and internal information as per organisational norms</li> <li>Interpret instructions for safe assembling and installation</li> <li>Collect information about the organisation's clients to understand their preferences</li> <li>Interpret work specifications accurately</li> <li>Interpret 2D / 3D drawings</li> <li>Discuss the cabinetmaking process</li> </ul>	FFS/N5102 KA1-4, KB1-2, KB5-7, SA3-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> </ul>	Theory 05:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Describe the process of working with different types of materials</li> <li>Compare the properties of wood, ply board, mdf, hdf, laminates, adhesives, etc.</li> <li>Describe the features of various furniture accessories, hardware fittings, joineries, etc.</li> </ul>			<ul> <li>Pen</li> <li>Notepad</li> <li>Sample installation and assembly manuals</li> </ul>	
			<ul> <li>Practical</li> <li>Assess the requirement of the client from supervisor</li> <li>Support the supervisor and the client in deciding the design and size of kitchen cabinets</li> <li>Provide complete information of measurement</li> </ul>	FFS/N5102 PC3, PC6-7	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Raw materials:- Solid wood, block board, plywood, particle, MDF pan- el, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges, 9.5 crank, 16 crank, drawer runner:-telescopic/ under mount run- ner, handle, knob, locks:-cabinet lock/ multipurpose lock, wire baskets, PVC legs, etc.	Practical 03:00 Hours
		Taking accurate mea- sure- ments	<ul> <li>Discuss glossary, symbols, and dimension matrices relevant to the job role</li> <li>Describe the process of site measurement</li> <li>Measure length, width, and depth in MKS &amp; FPS systems accurately</li> </ul>	FFS/N5102 KA8, KB3- 4, KB10, KB18-19, SA1-2	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> </ul>	Theory 05:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Discuss the processes of operating various tools and equipment (measuring tape, screws and screw drivers, hinges, connector, drill bits and machines, driller, planning and sanding tool, etc.)</li> <li>List the safety standards and precautions to be taken</li> <li>Classify personal protective gear</li> <li>Record information and measurements in appropriate formats</li> </ul>			<ul> <li>Notes</li> <li>Pen</li> <li>Notepad</li> <li>MKS-FPS conversion tables</li> <li>Sample dimension matrices</li> <li>Sample manuals for the operation of various tools and equipment</li> </ul>	
			Practical <ul> <li>Record measurements for making layout and designs</li> </ul>	FFS/N5102 PC1-2	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Raw materials:- Solid wood, block board, plywood, particle, MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges, 9.5 crank, 16 crank, drawer run- ner:-telescopic/ under mount run- ner, handle, knob, locks:-cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
		Design and Place- ments	<ul> <li>Describe the assembly process/line</li> <li>Compare various product designs</li> <li>Summarise relevant safety and security procedures</li> <li>Describe various work zones in the kitchen, its parts, and accessories</li> <li>Discuss the technique of joining the materials with fasteners and connectors (screws, staples, adhesives, etc.) and the respective quantities to be used</li> <li>Explain the importance of finishing and touch-up techniques</li> <li>Recall standard operating procedures, waste management norms, and safe handling techniques</li> <li>Identify errors, defects, and damages to cut components</li> </ul>	FFS/N5102 KA5-7, KB8-10, KB12-15, SA3-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> <li>Blueprints to explain the layouts for various work zones</li> <li>Sample instruction manuals</li> </ul>	Theory 05:00 Hours
			<ul> <li>Practical</li> <li>Prepare technical drawings (2D/3D)</li> <li>Determine the placement of cabinet systems, work zone division, shifting of existing electrical points, and utility connections</li> </ul>	FFS/N5102 PC5, PC7	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, folding rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Raw materials:- Solid wood, block board, plywood, particle, MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges, 9.5 crank, 16 crank, drawer run- ner:-telescopic/	Practical 03:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						under mount run- ner, handle, knob, locks:-cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	
		Planning the stor- age of utilities	<ul> <li>Describe the organisation's waste management and disposal system</li> <li>Compare various waste disposal and cleaning techniques</li> <li>Discuss correct lifting and safe handling procedures</li> <li>Discuss the handling and storage of different manual and power tools/equipment</li> <li>Describe the uses of relevant personal protective equipment (PPE)</li> <li>Explain the importance of troubleshooting knowledge w.r.t the job role</li> </ul>	FFS/N5102 KA9, KB11, KB16-20, SA1-5, SB 1-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 05:00 Hours
			<ul> <li>Practical</li> <li>Practise ensuring proper storage of utilities and 2D/3D drawings</li> <li>Plan the storage of utilities in the drawer and overhead cabinets</li> </ul>	FFS/N5102 PC6-7	Laboratory ses- sion, role-play, etc.	Hand Tools:- Measurement tape, steel rule, zig zag rule, folding rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Raw materials:- Solid wood, block board, plywood, particle, MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges, 9.5 crank, 16 crank, drawer run- ner:-telescopic/	Practical 03:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						under mount run- ner, handle, knob, locks:-cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	
9	Prepa- ratory activi- ties for cabinet making	Under- standing of 2D/3D drawings	<ul> <li>Interpret work specifications accurately</li> <li>Interpret 2D/3D drawings correctly</li> </ul>	FFS/N5102 KB1-2	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Comply with the design &amp; drawing (2D/3D) prepared by supervisor</li> <li>Note all the details and assist in doing requisite documentation</li> </ul>	FFS/N5102 PC8, PC13	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle and MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges:- 9.5 crank, 16 crank, drawer runner, telescopic/under mount runner, handle, knob, locks, cabinet lock/ multipurpose lock, wire baskets, PVC legs, etc.	Practical 06:00 Hours
		Inter- preting require- ments	<ul> <li>Measure parameters for project level work at the site</li> <li>Measure length, width &amp; depth in MKS &amp; FPS system accurately</li> </ul>	FFS/N5102 KB4-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Practical</li> <li>Assist in listing required raw material, as per drawings</li> <li>Examine inventory for availability of materials, hardware and tools</li> <li>Organize materials and hardware required for manufacturing/ assembling in the sequence as per drawings</li> </ul>	FFS/N5102 PC10-12	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle and MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges:- 9.5 crank, 16 crank, drawer runner, telescopic/ under mount run- ner, handle, knob, locks, cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	Practical 06:00 Hours
		Handling inven- tory	<ul> <li>Recall the knowledge of cabinet making process and ability to work with different types of</li> <li>materials</li> <li>Identify different types of wood, ply board, mdf, hdf, laminates, adhesives, etc.</li> </ul>	<b>FFS/N5102</b> KB5-6	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Note all the details and assist in doing requisite documentation</li> <li>Support in quality check of materials before initiating work</li> </ul>	FFS/N5102 PC13-14	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle and MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges:- 9.5 crank, 16 crank, drawer runner, telescopic/ under mount run- ner, handle, knob,	Practical 06:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						locks, cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	
		Checking material quality	<ul> <li>Discuss various quality parameters of furniture accessories, hardware fittings, joineries etc.</li> <li>Describe various methods of inspecting the quality of different work zones in kitchen and related parts and accessories (cooking hob, chimney ,sink, other electrical appliances, etc.)</li> </ul>	FFS/N5102 KB7-8	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Assist in rejecting defective materials of poor quality and inform the supervisor to raise a new request</li> <li>Support in quality check of materials before initiating work</li> </ul>	FFS/N5102 PC14, PC16	Laboratory ses- sion, role-play	Raw materials:- Solid wood, block board, plywood, particle and MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges:- 9.5 crank, 16 crank, drawer runner, telescopic/ under mount run- ner, handle, knob, locks, cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	Practical 06:00 Hours
		Checking tools and equip- ment	<ul> <li>Examine the functioning of the base unit, wall unit, crockery units, drawers, storage units, partition,etc.</li> <li>Inspect the quality of the measuring tape, screws and screw drivers, hinges, connector, drill bits and machines, driller, planing and sanding tools (including power tools), etc.</li> </ul>	FFS/N5102 KB9-10	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Practical</li> <li>Check for safety and proper functioning of power socket for usage of power tools at work site before initiating work</li> </ul>	FFS/N5102 PC19	Laboratory session	Raw materials:- Solid wood, block board, plywood, particle and MDF panel, laminate, veneer, PVC edge banding tape, adhesives, etc. Hardware and Fittings:- Rastex/ minifix, cam fittings, auto closing hinges:- 9.5 crank, 16 crank, drawer runner, telescopic/ under mount run- ner, handle, knob, locks, cabinet lock/multipurpose lock, wire baskets, PVC legs, etc.	Practical 06:00 Hours
		Cleanli- ness and safety	<ul> <li>Discuss various methods of cleaning and waste disposal</li> <li>Describe various techniques of handling tools and equipment safely</li> <li>Summarise the steps of correct lifting</li> <li>Identify various personal protective gear</li> </ul>	FFS/N5102 KB11-12, KB17-18	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours
			<ul> <li>Practical</li> <li>Ensure that the work area is clean and free from hazards</li> <li>Ensure that floor guard is used to prevent damage to the floor</li> </ul>	FFS/N5102 PC17-18	Laboratory session		Practical 05:00 Hours
		Organi- sational guide- lines	<ul> <li>Discuss various standard operating procedures in making and installing modular cabinets</li> <li>Discuss common issues and troubleshooting methods</li> <li>Describe techniques of fastening, finishing, and touch-up</li> </ul>	<b>FFS/N5102</b> KB13-15, KB19-20	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> </ul>	Theory 01:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			<ul> <li>Summarise the importance of assessing and rectifying errors or damages to the cut components</li> </ul>			<ul><li>Notes</li><li>Pen</li><li>Notepad</li></ul>	
			<ul> <li>Practical</li> <li>Support in assessment for minor repairs or changes to check roughness, size, and alignment</li> </ul>	<b>FFS/N5102</b> PC15	Laboratory session, role-play	Aprons, gloves, safety shoes, respiratory masks, cleaning materials, scrubbers, etc.	Practical 05:00 Hours
10	Making of furni- ture and assem- bling of parts	Prioritis- ing the parts to be manu- factured	<ul> <li>Discuss various organizational processes and norms related to the prioritisation of parts to be manufactured</li> </ul>	FFS/N5102 KA1	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Prioritise the parts to be manufactured at work site according to the design</li> </ul>	FFS/N5102 PC20	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc. Sharpening Tools:- Oil stone, triangu- lar file, etc. Sawing Tools:- Hand saw, com- pass saw, coping saw, etc.	Practical 06:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						<b>Testing Tools:-</b> Try square, mitre square, spirit level, water level pipe, etc.	
						<b>Chipping Tools:-</b> Firmer/bevel chis- el, mortise chisel, etc.	
						Holding Tools:- T bar clamp, G clamp, etc. Power Tools:- Circular saw, jig saw, planner, rout- er, drill machine, sander etc. Accessories:- Adhesive, screw, nail, PVC edge	
						banding tape, etc. <b>Hardware:-</b> Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Measur- ing	<ul> <li>Describe the organisation procedures and formalities to be completed while taking measurements</li> </ul>	FFS/N5102 KA2	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Measure dimensions as per drawing, specification and mark on the raw material</li> </ul>	FFS/N5102 PC21	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, folding rule, etc.	Practical 06:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						Marking Tools:- Pencil, marking knife, marking thread, etc.	
						Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc.	
						Sharpening Tools:- Oil stone, triangu- lar file, etc.	
						Sawing Tools:- Hand saw, com- pass saw, coping saw, etc.	
						<b>Testing Tools:-</b> Try square, mitre square, spirit level, water level pipe, etc.	
						<b>Chipping Tools:-</b> Firmer/bevel chis- el, mortise chisel, etc.	
						Holding Tools:- T bar clamp, G clamp, etc.	
						Power Tools:- Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer	
						runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
		Marking	Comply with organizational legislation and regulations during marking operations	<b>FFS/N5102</b> KA3	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Support in putting marks and fixing hinges, brackets in the cabinet</li> </ul>	FFS/N5102 PC27	Laboratory session	<ul> <li>Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc.</li> <li>Marking Tools:- Pencil, marking knife, marking thread, etc.</li> <li>Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc.</li> <li>Sharpening Tools:- Oil stone, triangu- lar file, etc.</li> <li>Sawing Tools:- Hand saw, com- pass saw, coping saw, etc.</li> <li>Testing Tools:- Try square, mitre square, spirit level, water level pipe, etc.</li> <li>Chipping Tools:- Firmer/bevel chis- el, mortise chisel, etc.</li> <li>Holding Tools:- T bar clamp, G clamp, etc.</li> </ul>	Practical 06:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						<b>Power Tools:-</b> Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Cutting	<ul> <li>Collect requisite information about the client(s) before cutting operations</li> </ul>	FFS/N5102 KA4, SB3-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours
			<ul> <li>Practical</li> <li>Cut the required raw material as per the dimensions of the drawings</li> </ul>	FFS/N5102 PC22	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc.	Practical 07:00 Hours
						Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc. Sharpening Tools:- Oil stone, triangu- lar file, etc.	

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						Sawing Tools:- Hand saw, com- pass saw, coping saw, etc.	
						<b>Testing Tools:-</b> Try square, mitre square, spirit level, water level pipe, etc.	
						<b>Chipping Tools:-</b> Firmer/bevel chisel, mortise chisel, etc.	
						Holding Tools:- T bar clamp, G clamp, etc.	
						<b>Power Tools:-</b> Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Making joints	<ul> <li>Discuss the methods of preparing joints for various product designs</li> </ul>	<b>FFS/N5102</b> KA5, SB1-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
			Session Objectives Practical • Prepare requisite joints, if required, as per the drawings to ensure correct finish and accurate fitting		Methodology         Laboratory         session	Aids Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Planing Tools:- Jack plane, spoke shave, etc. Sharpening Tools:- Oil stone, triangu- lar file, etc. Sawing Tools:- Hand saw, com- pass saw, coping saw, etc. Try square, mitre square, spirit level, water level pipe, etc. Firmer/bevel chis-	
						Power Tools:- Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax / Minifix, cam fittings, auto closing hinges,	

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Detect- ing and recti- fying defects	<ul> <li>Summarise relevant safety and security procedures while detecting and rectifying defects</li> </ul>	FFS/N5102 KA6, SB1- 2, SB6-7	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours
			<ul> <li>Practical</li> <li>Assess defects in the manufactured products</li> <li>Support while conducting checks (of alignment, functioning, etc.) at regular intervals</li> </ul>	FFS/N5102 PC24, PC28	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc. Sharpening Tools:- Oil stone, triangu- lar file, etc. Sawing Tools:- Hand saw, com- pass saw, coping saw, etc. Testing Tools:- Try square, mitre square, spirit level, water level pipe, etc. Chipping Tools:- Firmer/bevel chis- el, mortise chisel, etc.	Practical 07:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						Holding Tools:- T bar clamp, G clamp, etc.	
						<b>Power Tools:-</b> Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax/Minifix, cam fittings, auto closing hinges, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Finishing	Summarise the knowledge of finishing and its importance in an assembly line	FFS/N5102 KA7, SA1-5	<ul> <li>Classroom lecture/PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours
			<ul> <li>Practical</li> <li>Demonstrate the steps of assisting in smoothening of outer surface of furniture by proper tools</li> </ul>	FFS/N5102 PC25	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, fold- ing rule, etc. Marking Tools:- Pencil, marking knife, marking	Practical 07:00 Hours
						thread, etc. <b>Planing Tools:-</b> Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc.	

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						Sharpening Tools:- Oil stone, triangu- lar file, etc.	
						Sawing Tools:- Hand saw, com- pass saw, coping saw, etc.	
						<b>Testing Tools:-</b> Try square, mitre square, spirit level, water level pipe, etc.	
						<b>Chipping Tools:-</b> Firmer/bevel chis- el, mortise chisel, etc.	
						Holding Tools:- T bar clamp, G clamp, etc.	
						<b>Power Tools:-</b> Circular saw, jig saw, planner, rout- er, drill machine, sander etc.	
						Accessories:- Adhesive, screw, nail, PVC edge banding tape, etc.	
						Hardware:- Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Fasten- ing	<ul> <li>Discuss the importance of glossary and dimension matrix for the selection of fastening materials</li> </ul>	FFS/N5102 KA8	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> </ul>	Theory 01:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						<ul><li>Notes</li><li>Pen</li><li>Notepad</li></ul>	
			<ul> <li>Practical</li> <li>Select adhesives/ screws/ hardware as per requirements</li> <li>Comply with necessary instructions for fastening the required cabinet parts</li> </ul>	FFS/N5102	Laboratory session	Hand Tools:- Measurement tape, steel rule, zig zag rule, folding rule, etc. Marking Tools:- Pencil, marking knife, marking thread, etc. Planing Tools:- Jack plane, smoothing plane, block plane, com- pass plane, spoke shave, etc. Sharpening Tools:- Oil stone, triangu- lar file, etc. Sawing Tools:- Oil stone, triangu- lar file, etc. Sawing Tools:- Try square, mitre square, spirit level, water level pipe, etc. Chipping Tools:- Firmer/bevel chis- el, mortise chisel, etc. Holding Tools:- T bar clamp, G clamp, etc. Power Tools:- Circular saw, jig saw, planner, rout- er, drill machine, sander etc. Adhesive, screw, nail, PVC edge banding tape, etc.	Practical 05:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
						Hardware:- Rextax / Minifix, cam fittings, auto closing hing- es, connecting fittings, drawer runner, handle, knob, locks, wire baskets, pull out, PVC legs, etc.	
		Cleaning	Describe the importance of proper waste disposal system	<b>FFS/N5102</b> KA9	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 01:00 Hours
			<ul> <li>Practical</li> <li>Perform cleaning, sanding and finishing of manufactured products</li> </ul>	FFS/N5102 PC29	Laboratory session	Aprons, gloves, safety shoes, respiratory masks, cleaning materials, scrubbers, etc.	Practical 05:00 Hours
11	1 Quality check post making of modular furniture	check and g of modifi- ar cations	<ul> <li>Summarise the importance of troubleshooting common issues and repairing defective/ damaged products/ components/hardware</li> </ul>	FFS/N5102 SB1-2	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	re/ • Overhead Projector on/ • Wide screen tator- • PPT slides • Videos Ission • Whiteboard/	Theory 03:00 Hours
			<ul> <li>Practical</li> <li>Conduct a visual quality check of all components</li> <li>Conduct any touch up/ modifications that may be required to get the quality output</li> </ul>	FFS/N5102 PC30-31	Laboratory session	<ul> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Practical 05:00 Hours

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (hours)
		Safety at the site	<ul> <li>Describe organisational processes and norms related to safety at the workplace</li> <li>Discuss the correct amount of pressure and tolerance to be applied and the correct posture to be adopted while using tools</li> </ul>	<b>FFS/N5102</b> KA1-3, KB11	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> </ul>	Theory 03:00 Hours
			<ul> <li>Practical</li> <li>Gather all the tools from the work site and place appropriately</li> <li>Remove all the debris from the site and clean the work area</li> </ul>	FFS/N5102 PC32-33	Laboratory session	<ul> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Practical 05:00 Hours
		Docu- menta- tion	<ul> <li>Prepare records and reports of work- related information, instructions, etc. for effective internal communication</li> <li>Read package details, instructions, and internal information documents</li> </ul>	FFS/N5102 SA1-5	<ul> <li>Classroom lecture/ PPT session/ Facilitator- led discussion</li> <li>Videos</li> </ul>	<ul> <li>Laptop</li> <li>Overhead Projector</li> <li>Wide screen</li> <li>PPT slides</li> <li>Videos</li> <li>Whiteboard/ blackboard</li> <li>Markers/ chalks</li> <li>Duster</li> <li>Notes</li> <li>Pen</li> <li>Notepad</li> </ul>	Theory 02:00 Hours
			<ul> <li>Practical</li> <li>Check design as per the specifications/ drawings in respect to measurement, levelling and functionality to ensure proper functioning of the hardware in the installed furniture</li> <li>Take note of inputs/ feedback received post completion of the final product</li> </ul>	FFS/N5102 PC30, PC34	Laboratory ses- sion, industry expert session		Practical 06:00 Hours
	Total Duration						
							Practical: 140 hrs

## Annexure II

**Assessment Criteria** 

## **CRITERIA FOR ASSESSMENT OF TRAINEES**

Assessment Criteria for Cabinet Maker Modular Kitchen				
Job Role	Cabinet Maker Modular Kitchen			
Qualification Pack	FFS/Q5102			
Sector Skill Council	Furniture & Fittings Skill Council			

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
6	To pass the Qualification Pack , every trainee should score a minimum of 70% in aggregate
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes		Total Ou	0	Marks Allocation	
	Assessment Criteria for Outcomes	Mark	Out Of	Theory	Skills Practical
FFS/N5102 (Make modular kitchen)	PC1. take measurements for making layout and designs (e.g. Distance between floor to ceiling, between walls and corners to doors/windows etc.)		3	1	2
	PC2. take records of architectural features present in the room or planned to be installed in the room in near future (pipes, ventilation window, radiator, special angles, chimney, exhaust etc.)	100	3	1	2
	PC3. understand the requirements of the client from supervisor/client e.g. layout, number of workstations, style, aesthetics, colour , kind of raw material etc.		3	1	2
	PC4. assist in deciding the design shape of kitchen and size of kitchen cabinets with consultation of supervisor and or client (U-shape, L- shape, straight line kitchen or kitchen with and island etc.)		4	1	3
	PC5. discuss with supervisor and or client regarding placement of cabinet systems division of work zones (cooking, washing, storage etc), shifting of existing electrical outlets, switches, and water and gas connections if necessary		4	1	3

Assessable Outcomes		Total	Out	Marks Allocation		
	Assessment Criteria for Outcomes	Mark	Out Of	Theory	Skills Practical	
	PC6. support in planning storage and other utilities inside the drawer, cabinets (like cutlery trays, waste bins, plate holders, plus all manner/size of boxes/cabinets, baskets and racks etc.) and outside storage (like wall- mounted dish drainers, cutlery stands, magnetic strips for knives, as well as baskets, hooks and holders etc.)		4	1	3	
	PC7. provide complete information of measurement, other details and assist in preparing technical drawing& designs (2D/3D)		4	1	3	
	PC8. study the design & drawing (2D/3D) prepared by supervisor to further understand the requirement and specifications for the work to be done		3	1	2	
	PC9. suggest supervisor if any amendment is required in design and accordingly in material specifications considering the quality of work		2	0	2	
	PC10. assist in listing out required raw material, furniture, hardware to meet quality standards (size and standard) and quantity as per specifications		3	1	2	
	PC11. check inventory for available materials, hardware and tools (screw, drill, scrapper, pencil, table saw, measuring tape, circular saw, drill, jigsaw, screw-gun etc.) and place order if additional material/hardware required		2	0	2	
	PC12. organize materials and fittings hardware required for manufacturing/ assembling in a sequence as per requirement		2	0	2	
	PC13. note all the details and assist in doing requisite documentation eg tracking material and hardware usage during manufacturing/ assembling of product		2	0	2	
	PC14. support in quality check of materials MDF, HDF, Plywood, laminates, solid wood, adhesives etc.) before initiating work		4	1	3	
	PC15. support in assessment for minor repairs or changes required in materials w.r.t roughness, size, alignment etc.		3	1	2	
	PC16. assist in rejecting defective materials and sub- assemblies of poor quality and inform supervisor and raise new request		2	0	2	
	PC17. ensure that the work area is clean and free from hazards		3	1	2	
	PC18. ensure that the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor and also use safety equipment and personal protection equipment as needed such as gloves , goggles ,ear plugs, mask		3	1	2	
	PC19. check for safety and proper functioning of the power socket for usage of power tools at work site before initiating work		2	0	2	
	PC20. prioritise the parts to be manufactured at work site in accordance to design		3	1	2	
	PC21. take the measurement as per design drawing and specification and create marking on the plyboard, MDF, HDF etc.		3	1	2	

Assessable Outcomes		Total Mark	Out Of	Marks Allocation	
	Assessment Criteria for Outcomes			Theory	Skills Practical
	PC22. cut the pieces as per marking and shape oversized material to required dimensions by using appropriate tools. E.g. cutter machine, saw, edge banding, edge sander, planer, adhesives etc.		3	1	2
Ę	PC23. make requisite joints if required as per the drawings or client requirements such as dove tail, tenon mortise, half lap joints etc. and undertake check of joints frequently to ensure correct finish and accurate fitting		4	1	3
	PC24. arrange and check combination of assembling parts manufactured at work site to rectify defects if any		3	1	2
	PC25. assist in smoothening of outer surface of furniture by using plane, shaver etc.		3	1	2
	PC26. assist in selection of adhesives/screws/hardware as per requirement and follow the instruction received for fastening the required furniture parts		4	1	3
	PC27. support in putting marks and fixing hinges, brackets, etc. wherever required		3	1	2
	PC28. support in conducting checks at regular intervals during the process for eg check for alignment, functioning etc.		3	1	2
	PC29. assist in cleaning, sanding and finishing of manufactured product		3	1	2
	PC30. conduct a visual check and required quality check of all sub parts. E.g. check design against the specifications/ drawings, check respect to measurements, levelling, functioning etc. to ensure proper functioning of the installed furniture		3	1	2
	PC31. conduct any touch up/modifications that may be required to get the quality output		2	0	2
	PC32. gather all the tools form the work site and place appropriately		2	0	2
	PC33. remove all the debris from the site and clean the work area in accordance with organization policy		2	0	2
	PC34. take note of inputs/ feedback received to incorporate in future and also assist in completing the procedural documents post completion		3	1	2
		Total	100	20	80
FFS/N8601 Ensure health	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1
and safety at workplace	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2
	PC3. check the worksite for any possible health and safety hazards	100	3	1	2
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment		3	1	2
	PC5. ensure safe handling and disposal of waste and debris		3	0	3

Assessable Outcomes		Total	Out	Marks Allocation	
	Assessment Criteria for Outcomes	Mark	Of	Of Theory	Skills Practical
	PC6. identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.		3	1	2
	PC7. undertake first aid activities in case of any accident, if required and asked to do so		3	0	3
	PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.		3	0	3
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3
	PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices		4	2	2
	PC11. handle all required tools, machines , materials & equipment safely		4	2	2
	PC12. adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings		3	0	3
	PC13. take safety measures while handling glass, heavy wood, materials, chemicals etc.		3	0	3
	PC14. apply good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/ disposal of waste products, protect surfaces		3	2	1
	PC15. report accident/incident report to authorised personal		3	1	2
	PC16. perform basic safety checks before operation of all machines, tools and electrical equipment		3	2	1
	PC17. follow recommended material handling procedure to control damage and personal injury		3	1	2
	PC18. follow safe working practices at all times		3	1	2
	PC19. follow appropriate procedure in case a of fire emergency		3	1	2
	PC20. follow electrical safety measures while working with electrically powered tools & equipment		4	2	2
	PC21. follow agreed work location procedures in the event of an emergency or an accident		3	1	2
	PC22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		3	1	2
	PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)		4	1	3
	PC24. comply with restrictions imposed on harmful chemicals inside work area during working hours		3	0	3
	PC25. correctly demonstrate rescue techniques applied during fire hazard		3	0	3

Assessable Outcomes		Total Ou Mark Of	Out	Marks Allocation	
	Assessment Criteria for Outcomes		Out Of	Theory	Skills Practical
	PC26. demonstrate good housekeeping in order to prevent fire hazards		3	0	3
	PC27. demonstrate the correct use of a fire extinguisher		3	2	1
	PC28. demonstrate how to free a person from electrocution		3	1	2
	PC29. respond promptly and appropriately to an accident situation or medical emergency		3	0	3
	PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work		3	0	3
	PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids andgases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)		3	1	2
	PC32. state methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors		3	3	0
		Total	100	30	70
FFS/N8501 Maintain work	PC1. handle materials, machinery, equipment and tools safely and correctly		8	4	4
area, tools and	PC2. use correct handling procedures		8	4	4
machines	PC3. use materials to minimize waste		8	4	4
	PC4. prepare and organize work		8	4	4
	PC5. maintain a clean and hazard free working area		8	4	4
	PC6. deal with work interruptions		8	4	4
	PC7. maintain tools equipment and consumables		8	4	4
	PC8. work in a comfortable position with the correct posture	100	8	4	4
	PC9. use cleaning equipment and methods appropriate for the work to be carried out		8	4	4
	PC10. dispose of waste safely in the designated location		8	5	3
	PC11. store cleaning equipment safely after use		7	3	4
	PC12. ensure safe and correct handling of materials, equipment and tools		7	3	4
	PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3
		Total	100	50	50

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
FFS/N8801 Work effectively	PC1. seek assistance from supervisor or any such appropriate authority as and when required		3	1	2
with others	PC2. ask questions and seek clarifications on work tasks whenever required		3	1	2
	PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		5	5	0
	PC4. identify and report any possible deviations to appropriate authority		3	1	2
	PC5. address the problems effectively and report if required to immediate supervisor appropriately		5	2	3
	PC6. receive instructions clearly from superiors and respond effectively on the same	3 6 5 5 5 5 5 5 5 4 5 6 6 6 5 5 6	3	1	2
	PC7. follow escalation matrix in case of any grievance		6	4	2
	PC8. accurately receive information and instructions from the supervisor related to one's work		5	3	2
	PC9. coordinate and cooperate with colleagues to achieve work objectives		5	0	5
	PC10. display courteous behaviour at all times		5	0	5
	PC11. respond politely to customer queries and other team members		5	1	4
	PC12. follow work place dress code		5	0	5
	PC13. keep work area in a tidy and organized state		5	0	5
	PC14. adhere to time lines and quality standards		5	2	3
	PC15. follow organizational policies and procedures		4	4	0
	PC16. share information with team wherever and whenever required to enhance quality and productivity at work place		5	2	3
	PC17. work together with co- workers in a synchronized manner		6	0	6
	PC18. communicate with others clearly, at a pace and in a manner that helps them to understand		6	3	3
	PC19. show respect to other and their work		5	0	5
	PC20. display active listening skills while interacting with others at work		5	0	5
	PC21. demonstrate responsible and disciplined behaviors at the workplace disciplined behaviors: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc		6	0	6
		Total	100	30	70







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