







# **Facilitator Guide**







Sector
Furniture and Fittings

Sub-Sector Wooden Furniture

Occupation Production - Fitting

Assembler Doors/Windows
(Glass)
Option: Wooden
Aluminium

Reference ID: FFS/Q6101, Version 1.0

NSQF level: 3

### **Published by**



### VIKAS PUBLISHING HOUSE PVT. LTD.

E-28, Sector-8, Noida-201301 (UP)

Phone: 0120-4078900 • Fax: 0120-4078999

Regd. Office: 7361, Ravindra Mansion, Ram Nagar, New Delhi-110055

Website: www.vikaspublishing.com • Email: vocational@vikaspublishing.com

All Rights Reserved

First Edition, August 2018 ISBN 978-93-5271-242-7

### **Printed in India**

### Copyright © 2018



### **Furniture & Fittings Skill Council**

Address: 407-408, 4th Floor, DLF City Court, MG Road, Sikanderpur

Gurugram-122002, Haryana, India

Email: info@ffsc.in

Phone: +91 124 4513900

### Disclaimer

The information contained herein has been obtained from sources reliable to Furniture and Fittings Skill Council. Furniture and Fittings Skill Council disclaims all warranties to the accuracy, completeness or adequacy of such information. Furniture and Fittings Skill Council shall have no liability for errors, omissions, or inadequacies, in the information contained herein, or for interpretations thereof. Every effort has been made to trace the owners of the copyright material included in the book. The publishers would be grateful for any omissions brought to their notice for acknowledgments in future editions of the book. No entity in Furniture and Fittings Skill Council shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The material in this publication is copyrighted. No parts of this publication may be reproduced, stored or distributed in any form or by any means either on paper or electronic media, unless authorized by the Furniture and Fittings Skill Council.





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

Shri Narendra Modi Prime Minister of India



### **Acknowledgements**

Furniture & Fittings Skill Council (FFSC) would like to express its gratitude to all the individuals and institutions, who contributed in different ways towards the preparation of this "Facilitator Guide". Without their contribution, it could not have been completed. Special thanks are extended to those, who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

Preparing this Facilitator Guide would not have been possible without adequate support from Furniture & Fittings industry. Feedback from various players in the industry has been extremely encouraging and helpful from the very beginning. With their valuable inputs, we have tried to bridge the skill gaps existing 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 Assembler - Doors/Windows (Glass) is primarily designed to facilitate skill development and training of people, who want to become professional Assembler of Doors/Windows (Glass)s. The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Furniture and Fittings Sector and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

- FFS/N6101 Assist lead technician in work process glass doors and windows
- FFS/N8601 Ensure health and safety at workplace
- FFS/N8501 Maintain work area, tools and machines
- FFS/N8801 Work effectively with others

### Option:

FFS/N6102 Assist lead technican in work process wooden/aluminium doors and windows

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.

### Symbols Used \_\_\_\_\_



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



**Learning Outcomes** 



**Facilitation Notes** 



Practical



Say



Resources



Example



Summary



Role Play

# **Table of Contents**

S. No	Modules and Units	Page No
1.	Assist Lead Technician in Work Process – Glass Doors and Windows (FFS/N6101)	1
	Unit 1.1 - Ice Breaker	3
	Unit 1.2 - Introduction	5
	Unit 1.3 - Types of Glass Doors and Windows Fitting Products	8
	Unit 1.4 - Marking, Cutting Glass, Polishing, Repairing Rough Edges etc.	10
	Unit 1.5 - Assembling Door and Window and Placement of Glass	12
	Unit 1.6 - Assembling and Dismantling Procedure	14
	Unit 1.7 - Product and Workplace Safety Specifications	16
	Unit 1.8 - Various Types of Defects and Troubleshooting	18
	Unit 1.9 - Relevant Hand and Power Tools	20
	Unit 1.10 - Units of Measurement	23
	Unit 1.11 - Handling of Tools and Equipment	26
	Unit 1.12 - Common Faults and their Rectification Methods	28
	Unit 1.13 - Discussing Alignment, Strength of Material and Proper Setting of Frames, Doors	31
	Unit 1.14 - Discussing Alignment, Strength of Material, Adhesives, Sealants and Other Filling Materials	34
	Unit 1.15 - Safety Standards & Precautions and PPEs	36
	Unit 1.16 - Quality Standards to be Maintained	39
	Unit 1.17 - Standard Operating Procedures	41
	Unit 1.18 - Reporting and Documentation Skills	43
2.	Ensure Health and Safety at Workplace (FFS/N8601)	45
	Unit 2.1 - Common Health and Safety Hazards in a Work Environment	47
	Unit 2.2 - Procedures for Safe Handling of Tools and Equipment	50
	Unit 2.3 - How to Respond to an Emergency Situation	52
	Unit 2.4 - Potential Risks and Threats	54
	Unit 2.5 - Organizational Reporting Protocol	57



S. No	Modules and Units	Page No
	Unit 2.6 - Health and Safety Practices at Work Place	59
	Unit 2.7 - Potential Hazards and Risks Present at Furniture and Fittings Related Workplace	61
	Unit 2.8 - Storage and Handling of Hazardous Substances	63
	Unit 2.9 - Importance of Good Housekeeping	65
	Unit 2.10 - Procedure for Safe Disposal of Waste	67
	Unit 2.11 - Safe Working Practices in a Furniture and Fittings Workplace	69
	Unit 2.12 - Deal with an Accident which Involves Human Life	72
	Unit 2.13 - Types of Personal Protective Equipment and their Use	74
	Unit 2.14 - Follow Safe Working Practices at Work	76
	Unit 2.15 - Different Risks Associated with Electrical Equipment	78
	Unit 2.16 - Preventive and Remedial Actions for Exposure to Toxic Materials	80
	Unit 2.17 - Causes of Fire, Types and Uses of Fire Extinguishers, Safety Signs	82
	Unit 2.18 - Various Types of Safety Signs	84
	Unit 2.19 - Basic First Aid Treatments Relevant to the Condition	86
	Unit 2.20 - Safe Lifting Practices and Correct Body Postures	88
	Unit 2.21 - List of Names, Contact Details of all the people Responsible for Health and Safety in a Workplace	90
3.	Maintain Work Area, Tools and Machines (FFS/N8501)	93
	Unit 3.1 - Work Instructions and Specifications and their Interpretation	95
	Unit 3.2 - Make Use of the Information Details in Specifications and Instructions	97
	Unit 3.3 - Minimizing Waste, Effects of Contamination on Products	99
	Unit 3.4 - Effects of Contamination of Products	101
	Unit 3.5 - Maintenance of Tools, Equipment and Consumables	103
	Unit 3.6 - Hazards Encountered when Conducting Routine Maintenance	105
	Unit 3.7 - Types of Cleaning Equipment and their Use	107
	Unit 3.8 - Safe Working Practices for Cleaning	109



S. No	Modules and Units	Page No
4.	Work Effectively with Others (FFS/N8801)	111
	Unit 4.1 - Work Effectively with Others to Achieve Goals	113
	Unit 4.2 - Effective Communication and Establishing Good Relationships	116
	Unit 4.3 - Own Role and Responsibilities	118
	Unit 4.4 - Principle of Furniture and Fittings, Manufacturing and Installation	120
	Unit 4.5 - Display Correct Understanding of Work Task and Objective	122
	Unit 4.6 - Keeping Work Area Clean and Reporting Procedure in Deviations	124
	Unit 4.7 - Quality Standards for Assigned Work Task and Objective	126
	Unit 4.8 - Reporting Procedures in Case of Deviations	128
	Unit 4.9 - Importance and Need of Supporting Co-workers Facing Problems	130
	Unit 4.10 - Types of People that one is required to Communicate	132
	Unit 4.11 - Various Components of Communication Cycle	134
	Unit 4.12 - Importance of Active Listening	136
	Unit 4.13 - Importance of Discipline and Ethics	138
	Unit 4.14 - Disciplined Behaviour for a Working Professional	140
	Unit 4.15 - Addressing Grievances Appropriately	142
	Unit 4.16 - Managing Interpersonal Conflict Effectively	144
5.	Assist Lead Technician in Work Process -Wooden/ Aluminium – Doors and Windows (FFS/N6102)	147
	Unit 5.1 - Various Types of Windows/Doors and Techniques used in Installation	149
	Unit 5.2 - Assembling and Dismantling Procedure	152
	Unit 5.3 - Types of Defects and Troubleshooting Common Errors	154
	Unit 5.4 - Standard Operating Procedures (for Wooden / Aluminium Doors / Windows)	156



S. No	Modules and Units	Page No
6.	Employability & Entrepreneurship Skills	159
	Unit 6.1 - Personal Strengths & Value Systems Unit	162
	Unit 6.2 - Digital Literacy: A Recap	193
	Unit 6.3 - Money Matters	203
	Unit 6.4 - Preparing for Employment & Self Employment	221
	Unit 6.5 - Understanding Entrepreneurship	237
	Unit 6.6 - Preparing to be an Entrepreneur	261
7.	Annexures	279
	Annexure I: Training Delivery Plan	280
	Annexure II: Assessment Criteria	300
	Annexure III: Answers to Exercises for PHB	307















# Assist Lead Technician in Work Process – Glass Doors and Windows

- Unit 1.1 Ice Breaker
- Unit 1.2 Introduction
- Unit 1.3 Various Types of Glass Doors and Windows Fitting Products
- Unit 1.4 Marking, Cutting Glass, Polishing, Repairing Rough Edges etc.
- Unit 1.5 Assembling Door and Window and Placement of Glass
- Unit 1.6 Assembling and Dismantling Procedure
- Unit 1.7 Product and Workplace Safety Specifications
- Unit 1.8 Various Types of Defects and Troubleshooting
- Unit 1.9 Relevant Hand and Power Tools
- Unit 1.10 Units of Measurement
- Unit 1.11 Handling of Tools and Equipment
- Unit 1.12 Common Faults and their Rectification Methods
- Unit 1.13 Discussing Alignment, Strength of Material and Proper Setting of Frames, Doors
- Unit 1.14 Discussing Alignment, Strength of Material, Adhesives, Sealants and Other Filling Materials
- Unit 1.15 Safety Standards & Precautions and PPEs
- Unit 1.16 Quality Standards to be Maintained
- Unit 1.17 Standard Operating Procedures
- Unit 1.18 Reporting and Documentation Skills



### Key Learning Outcomes | 🖔



After attending the session, trainees will be able to:

- 1. Identify the various types of glass doors and windows fitting products manufactured by the company along with their functions, specifications and components
- 2. Identify the know-how of marking, cutting glass, polishing, repairing rough edges etc.
- 3. Demonstrate the process of assembling door and windows and placement of glass
- 4. Demonstrate the process of assembling and dismantling procedure of components for different products
- 5. List product and workplace safety specifications
- 6. Identify various types of defects and troubleshooting common errors
- 7. Compare relevant hand and power tools
- 8. Illustrate units of measurement
- 9. Practise handling of tools and equipment with care on finished surface
- 10. Identify common faults encountered with equipment and the methods to rectify them
- 11. Interpret alignment, strength of material and proper setting of frames, doors and other fittings
- 12. Interpret adhesives, sealants and other filling materials used in fittings of glass and other structures
- 13. Different types of personal protective environment and their usage
- 14. Appraise the quality standards to be maintained
- 15. Explain standard operating procedures
- 16. State the importance of reporting and documentation skills

### Unit 1.1: Ice Breaker

### **Unit Objectives**

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

- Demonstrate rapport building with fellow participants and trainer of the program
- Ensure a relaxed and comfortable classroom environment

### Resources to be Used



Pen, small writing pad, white board and marker

### Note



Introduce yourself, the program and its purpose in detail. Welcome the students cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to "break the ice" and get the students tuned to the class.

### Say



Good day and a very warm welcome to this training program 'Assembler - Doors / Windows (Glass)'.

### Do



- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program.
- Introduce yourself briefly to participants, with your name and background, and your role in the training program.
- Explain the rules of the game you are going to play as an "Ice Breaker".

### Note



- Please ensure that while introducing yourself, you share at least one piece of personal information such
  as your hobbies, likes, dislikes etc. with the participants. This will facilitate participation and exchange
  in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before you start conducting the training

### Say



Before we start the training, let us spend some time in introducing and knowing each other. We shall play a game. Each one of us will tell the class his or her name, hometown, hobbies and a special quality about himself/herself starting with the 1st letter of his / her name. I will start with mine.

### **Activity**



Arrange the class in a semi-circle/circle. Say your name aloud and start playing the game with your name. 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 students while they play the game. Ask questions and clarify if you are unable to understand or hear a student.

### Remember to -

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

Activity	Duration	Resources Used
Ice Breaker	1 hr	Pens, notebook, whiteboard and marker

### Unit 1.2: Introduction

# Unit Objectives 6



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

- Identify the scopes of the Furniture & Fittings sector in India
- Illustrate the job role of Assembler- Doors/Windows (Glass)

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### - Note



This is the first session of the program that will give us a brief introduction to the background of the Furniture & Fittings sector in India.

### - Ask



Ask the participants the following questions:

- Can anyone tell what the position of India in global Furniture and Fittings industry is?
- Have you checked any patches in the windows of your house?

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

### Elaborate



In this session, we will discuss the following points:

- Overview of the Furniture & Fittings sector in India
- Introduction to the job role, responsibilities and skills
- Common types of glass and their properties

### Sav



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

### Activity



- The trainees will be divided into groups of 4, each comprising 3-4 members (depending on the capacity of the class) and they will prepare a chart paper project on any 1 of the below topics:
  - o Different types of furniture at home and at workplace
  - o What does an assembler of doors and windows do
  - o Furniture & Fittings sector in india
  - o Few market players
  - o Common types of glass and their properties
- The trainer shall allocate each group 10 minutes for planning, 40 minutes for preparing the chart, 5 minutes for presenting the chart and remaining 5 minutes for review and feedback.
- The best project will be displayed on the classroom bulletin board.
- All trainees must participate in this activity.

Activity	Duration (in mins)	Resources Used
Chart Paper Presentation	60 mins	Chart paper (any light pastel colour), crayons, water colour, cello-tapes, cotton, scissors, paint brushes, adhesives, pencil, eraser, sharpener, handbook.

### Say



Did you enjoy this activity? Friends, now that we have completed this activity, let us participate in another activity.

### **Activity**



Ask the participants to remember and say few words on furniture. Capture each response as it comes on the whiteboard. Use this opportunity to introduce essential terms, too.

Activity	Duration (in mins)	Resources Used
Playing with Words	15 mins	Whiteboard / flipchart, marker

### Say



Did you like the game? Can you see how many words you already know about Furniture?

### Do



- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration.



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

# Unit 1.3: Types of Glass Doors and Windows Fitting Products

# Unit Objectives 6



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

Identify the various types of fitting products for glass doors / windows, their components, functions and specifications

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Note |



This is the second session of the program that will give us a brief introduction to the various types of glass doors and windows fitting products along with their functions, specifications and components.

### - Ask



Ask the participants the following questions:

Have you ever seen anyone install or replace a glass door or window? Do you remember the different fittings used?

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

### Elaborate



In this session, we will discuss the following points:

- **Functionality of Patch Fittings**
- Patch Fittings Components and General Specifications
- **Bottom Patch**
- Top Patch
- Overpanel Patch
- Overpanel Side Patch
- Overpanel Patch with Fixing Plate
- Corner Patch Lock
- Centre Patch Lock
- Counter Lock for Centre Patch Lock
- Single Door with Overpanel on top
- Double Door with Overpanel on top

- Single Door with Overpanel & Sidelight
- Single Door with Overpanel & Sidepanels (each side)
- Double Door with Overpanel & Sidepanels (each side)
- Functionality of Connectors
- Connectors Components and General Specifications

### Say



Let us now participate in an activity so that we can identify different glass doors and windows fitting products.

### Activity



- Show PowerPoint slides comprising images of different types of patch fittings, locks and connectors on glass doors
- Ask students to identify and name different types of fittings
- Ask students to volunteer and name these types
- Appreciate the students with right answers

Activity	Duration (in mins)	Resources Used
See and Learn	15 mins	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, etc.

### Say



Did you enjoy this activity? I am sure that all of you can identify the fitting products easily.

### Dο



- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.



- Ask questions to ensure that students can identify the fitting products
- Ask repeatedly whether students have any question
- Ensure that you have answered all the queries raised in the class

# Unit 1.4: Marking, Cutting Glass, Polishing, Repairing Rough Edges etc.

# Unit Objectives 6

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

- Demonstrate the process of marking
- Demonstrate the process of cutting glass
- Outline the processes of polishing and repairing rough edges

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### - Note



This is the third session of the program that will give us a brief introduction to the various operations like marking, cutting glass, polishing, repairing, etc.

### Ask



Ask the participants the following questions:

Have you ever seen anyone cutting glass? Do you remember the tools used?

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

### Elaborate



In this session, we will discuss the following points:

- Marking tools
- Steps involved in marking process
- Precautions to be taken while marking
- Cutting tools general
- Cutting tools for glass
- Steps involved in cutting process
- Precautions to be taken while cutting glass
- Tools for polishing and repairing rough edges
- Steps involved in polishing and repairing processes

### Say



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

# **Activity**



- Take the class to laboratory
- Divide the class into few groups comprising of 3-4 students depending on the batch size
- Give each group a clean piece of square glass (each side 10 cm), a set each of marking tools, measuring tools and polishing tools.
- Ask each group to cut out a circle from the square glass and polish it nicely
- Demonstrate the process before they start working
- Guide them throughout the activity and help them as required

Activity	Duration (in mins)	Resources Used
Laboratory Visit	120 (maximum)	Participant handbook, square glass, marking tools, measuring tools, cutting tools and polishing tools

### Say



Did you enjoy visiting the laboratory? I am sure that all of you have understood these operations really well.

### Do



- Ensure participation by all students.
- Observe the sequence of steps and provide suggestions, as each group works on the task.
- Stop a student / group if you observe a wrong step and rectify by providing correct input.
- Jot down important observations and points while the students work on the task.
- Demonstrate the entire process, if required.



- Ask all the queries raised by students during laboratory visit
- Encourage peer-learning in class
- · Guide students throughout the laboratory visit

### Unit 1.5: Assembling Door and Window and Placement of Glass

# Unit Objectives 6



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

- Manage preparatory work and on site assessment before work initiation
- Demonstrate how to assist in installing glass doors and windows and conducting quality check

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Note



This is the fourth session of the program that will give us a brief introduction to the various phases in assembling door and windows, and placing glass in them.

### Sav



Good day and a very warm welcome to this training program 'Assembler- Doors / Windows (Glass)'. Before we start today's chapter, let us have a round of interactions.

### Ask



Ask the participants the following questions:

Have you ever replaced an old glass pane at home? Do you remember the process? Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate



In this session, we will discuss the following points:

- Managing preparatory work and on site assessment before work initiation
- Gathering and organizing required tools and equipment, as well as hardware fittings for assembling and installation
- Unpacking the materials /parts as per instructions from manufacturer and lead
- Assisting in carrying out a risk assessment for the installation process and accordingly advising the client on the hazards associated with the work
- Tools required in marking, placement and fastening different types of fittings and connectors (hinges, floor springs, overhead closers, handles, knobs, locks, etc.)
- Putting markings of placement positions
- Using fastener systems to fasten hardware accessories / fittings

### Sav



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

### Activity



On reaching the laboratory, divide the students into 4 groups. Ask the students to install a butt hinge and a straight sliding bolt on a door. Provide the requisite kits and tools for measuring, marking, placement and fastening. The task must be divided in the following manner:

Measuring operations: Group 1 Marking operations: Group 2 Placement operations: Group 3 Fastening operations: Group 4

Activity	Duration (in mins)	Resources Used
Laboratory Visit	180 (maximum)	Participant handbook, square glass, marking tools, measuring tools, cutting tools, butt hinge, straight sliding bolt, fastening tools



Did you enjoy visiting the laboratory? I am sure that all of you have understood Measuring Operations really well.



- Check and evaluate the outcome of the task on completion
- Ensure participation by all students
- Observe the sequence of steps and provide suggestions, as each group works on the task
- Stop a student / group if you observe a wrong step and rectify by providing correct input
- Jot down important observations and points while the students work on the task



- Ensure that you have answered the questions raised by all the groups
- Demonstrate the hands-on procedures prior to the activity
- Inform students immediately if they are doing anything wrong
- Help each group while they perform their activities

### Unit 1.6: Assembling and Dismantling Procedure

# Unit Objectives 6



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

- Demonstrate the assembling and dismantling procedure of latch and handle unit
- Demonstrate the assembling and dismantling procedure of door knob assembly / unit
- Demonstrate the assembling and dismantling procedure of mortise lock assembly / unit

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### - Note



This is the fifth session of the program that will give us a brief introduction to the various phases in assembling and dismantling components for different products.

### - Ask



Ask the participants the following questions:

Have you ever dismantled a door knob or a handle? What did you find inside? Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the answers

and start teaching the lesson.

### Elaborate



In this session, we will discuss the following points:

- Assembly and dismantling processes for latch and handle unit
- Assembly and dismantling processes for door knob unit
- Assembly and dismantling processes for mortise lock unit

### Sav



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

# Activity



Divide the class into few groups, depending on the batch strength. Give each group one of the following:

- Latch and Handle Unit
- Knob
- Patch Setting
- Floor Spring Assembly
- Overhead Closer Assembly
- Mortise Lock Unit

Ask the groups to dismantle the items, identify and name the components, and reassemble them. Provide the requisite tools and kits to each group.

Activity	Duration (in mins)	Resources Used
Break and Build	120 (maximum)	Participant handbook, assembly units (to be dismantled and reassembled), fastening tools, power tools (automatic screwdriver)

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do



- Check and evaluate the outcome of the task on completion.
- Ensure participation by all students.
- Observe the sequence of steps and provide suggestions, as each group works on the task.
- Stop a student / group if you observe a wrong step and rectify by providing correct input.
- Jot down important observations and points while the students work on the task.
- Demonstrate the entire process, if required.



- Guide students throughout the hands-on activity
- Guide students in using the tools and equipment

### Unit 1.7: Product and Workplace Safety Specifications

# Unit Objectives 6



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

Identify various product and workplace safety specifications in Furniture & Fittings related products and workplace

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Note



This is the seventh session of the program that will give us a brief introduction to the various product and workplace safety specifications, abided by all across the globe.

### Ask



Ask the participants the following questions:

Have you ever held and looked at a tube light? Did you notice the "CE" mark on it? Can you tell the meaning?

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

### Elaborate



In this session, we will discuss the following points:

- Definition of safety specifications
- Product safety specifications
- Workplace safety specifications



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

# Activity



The trainees will be divided into groups of 4, each comprising 3-4 members (depending on the capacity of the class) and each group will prepare a list of the safety specifications (universally accepted) regarding the following:

- Assembly, installation and repair of the various components of furniture & fittings
- Fire safety
- Personal Protective Equipment (PPE)

Activity	Duration (in mins)	Resources Used
Prepare a List	60 mins	Participant handbook, pen, paper

### Say



Did you enjoy the activity? I am sure that this activity has helped you in grasping the concept well.

### Do



- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration.
- Explain why safety specifications are necessary for Assemblers



- Ensure students do not loose interest in the class
- Explain safety details to students and inform that some of the specifications can vary from organisation to organisation
- Put more focus on using personal protective equipment

### Unit 1.8: Various Types of Defects and Troubleshooting

# Unit Objectives 6



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

- Explain troubleshooting for assemblers
- Identify and discuss the various types of defects and errors in assembling glass doors and windows

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, equipment and tools (as recommended for the job role)

### Note



This is the eighth session of the program that will give us a brief introduction to the various types of defects and errors in assembling and installing doors and windows, as well as their causes, remedies and troubleshooting.

### - Ask



Ask the participants the following questions:

- Have you ever come across termites and damp splotches in the wall near a door or a window?
- What can be the reasons behind such defects?

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

### Elaborate



In this session, we will discuss the following points:

- Meaning of troubleshooting
- Explanation of the general troubleshooting process
- Objectives of troubleshooting
- Various defects and errors in assembling glass doors and windows
- Methods to identify such defects and errors

### Sav



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

# Activity



Inform the students that it will be a group activity. Take trainees to a workshop, where you can find various kinds of defects and troubleshooting. Divide the class in 3-4 groups based on class strength. Allocate a common defect that an Assembler can encounter while working, such as:

- Water seepage
- Difficulty in opening and closing the window
- Misalignment
- Gaps at the frame corner
- Misaligned latches etc.

Ask each group to complete their task within their allotted timeframe. Make sure you watch them working and guide them throughout the process as required.

Activity	Duration in hours	Resources Used
Workshop Visit	4-5	Student id card, pen, notepad, participant handbook, tools required for troubleshooting

### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

### Do



- Ask repeatedly if students have any confusion
- Explain why troubleshooting should be checked without any delay
- Clarify identifying process of the defects



- Guide students throughout workshop visit
- Ensure that you are clarifying all of their doubts
- Make sure you are creating a collaborative environment in class .

### Unit 1.9: Relevant Hand and Power Tools

# Unit Objectives 6



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

- Use relevant hand tools
- Use relevant power tools
- Use fasteners and connectors whenever necessary
- Support removal of old windows and door along with other removable architectural fittings with hand and power tools
- Assess trueness of structure using level and plumb bob tools

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Notes



This is the ninth session of the program that will give us a brief introduction to the relevant hand tools, power tools, fasteners, connectors, checking tools, as well as their features, operations and precautionary measures while operating them.

### Ask



Ask the participants the following questions:

- What tool would you use to cut out a square piece from a rectangular piece of wood?
- Would you use the same tool in cutting a sheet of glass?
- Can these tools be used for drilling holes in the door?
- Why do you think extra care is required while handling power tools?

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

### Elaborate



In this session, we will discuss the following points:

- Common measuring tools and their features
- Common marking tools and their features
- Common cutting tools and their features
- Common planing tools and their features
- Common striking tools and their features

- Common carving tools and their features
- Common shaping tools and their features
- Common fastening tools and their features
- Common boring / drilling tools and their features
- Common gripping tools and their features
- Common checking tools and their features
- Safety measures to be followed while using hand tools
- Common power tools and their features
- Electrical safety measures to be followed while handling power tools
- Common fasteners and connectors with features
- Procedure of replacing old doors and windows and the tools involved
- Procedure of checking trueness of structure using checking tools

### Say



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

### - Activity



Take the class for a visit to a nearby workshop, where they are required to observe and learn the following:

- Steps of using the various hand and power tools
- Safety measures followed in using them
- Types of fasteners and connectors used
- Differences in the tools used for cutting wood, metal and glass
- Personal protective equipment used, if any
- Product and workplace safety specifications applicable in the workshop
- Guide the students throughout this visit
- Ask them if they have questions and provide information as required

Activity	Duration (in mins)	Resources Used
Workshop Visit	200 (maximum)	Student id card, pen, notepad, participant handbook

### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

### Do



- Show each tool in class and explain their functions in details
- Repeat the functions if required
- Make sure students are using the tools by themselves
- Explain the importance of personal protective equipment while working



- Ensure you are guiding students during workshop visit
- Explain the safety requirements while using tools
- Ask students to review the participant manual and ask questions if they have any

### Unit 1.10: Units of Measurement

# Unit Objectives 6



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

- Explain measurement
- Appraise measurement systems being used across the globe
- Identify measuring tools
- Demonstrate the process of measuring dimensions
- Demonstrate the process of conversion of into fps fps (foot-pound-second) system

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role; specially measuring tools)

### Notes



This is the tenth session of the program that will give us a brief introduction to the popular units of measurement, the process of measuring the basic dimensions and conversion of MKS system into FPS, and vice versa. We will also recapitulate the common Measuring Tools.

### Ask



Ask the participants the following questions:

- What tool would you use to measure the length, width and thickness of a window frame?
- Do you know how to use it?

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

### Elaborate



In this session, we will discuss the following points:

- **Explanation of measurement**
- The measurement systems popular across the globe
- Fps (british system) units of measurement
- Mks (metric system) units of measurement
- Relation between the british system and metric system
- Conversion table for converting mks into fps and vice versa
- Common measuring tools and how to use them
- The various processes of measuring dimensions

### Say



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

### Activity



Ask the students to find out the tallest and the shortest students in the class. Firstly, hold a brainstorming session of 5 minutes to help the class in devising a method for carrying out this task.

- Divide the class into, say, 4-5 groups.
- Ask the members in each group to measure their individual heights, with the help of a measuring tape, by standing against the wall, measuring their respective lengths from the feet and making a pencil / chalk mark against the end of the measuring tape.
- The above measurement must be taken by a partner.
- Ask the concerned student to write down his / her initials and the measurement (in cm or inches) against the mark, thus made.
- Ask the Group Leader to compare all the marks for all group members and note down the names and heights of the tallest and the shortest students in the group.
- Repeat the above process for all the groups, till we find 4-5 sets (for each group) of tall and short students.
- Ask for two volunteers from the class.
- One of them must compare the heights of all tall students, till the height of the tallest student is arrived at.
- One of them must compare the heights of all short students, till the height of the shortest student is arrived at.
- The conversion formulae to be used are:
- Product and Workplace Safety Specifications applicable in the workshop
- 1 foot = 12 inches
- 1 inch = 2.54 centimetre
- All heights must be expressed in inches.

Activity	Duration (in mins)	Resources Used
Measuring Height / Length	20 mins (maximum)	Pen, notebook, calculator (one for each group), measuring tape, writing pad, etc.

### Say



Did you find the activity fruitful? I hope all of you are aware of the process of measuring the dimension of length and height.

#### Do



- Ensure that the students accept the activity in complete good humour.
- Jot down important observations on the Whiteboard, with the help of marker.
- Provide instructions and inputs to encourage and help the groups in carrying out the activity successfully.
- Thank all students in the class for their active participation.

#### Say



Now that we have understood the concept of length and height, let us now take a break for a couple of minutes and participate in another activity, to understand the concept of area.

## **Activity**



- Instruct the students to find out the area of the class' entrance door.
- Ask them what would have been the area of the door if it were rotated clockwise, and, if there would have been any difference in both the areas.
- Firstly, hold a brainstorming session of 5 minutes to help the students in devising a method for carrying out this task.
- All measurements must be expressed in square inches / square feet.

Activity	Duration (in mins)	Resources Used
Measuring Area	20 mins (maximum)	Pen, notebook, calculator (one for each group), measuring tape, writing pad, etc.

#### Say



Did you find the activity fruitful? I hope all of you are now aware of the process of measuring the dimension of area.

#### Do



- Ask for a volunteer who will write important points on the white board
- Encourage peer-learning in class
- Ask students to apply the technique at home as well



- Encourage students to apply skills at home
- Make sure you have addressed everyone's query
- Conduct the activity without showing any bias

## Unit 1.11: Handling of Tools and Equipment

## Unit Objectives 6



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

- Evaluate the importance of handling of tools and equipment with care on finished surface
- Recognise the essentials of handling of tools and equipment with care on finished surface

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### - Notes



This is the eleventh session of the program that will help us in learning about appropriate handling of tools and equipment with care on finished surfaces.

#### Ask



Ask the participants the following questions:

- Have you ever seen the surface of a door or window after varnishing? Or after sanding?
- Do you think tools and equipment must be handled with care on such finished surfaces? Why? What could happen if otherwise?

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

#### Elaborate



In this session, we will discuss the following points:

- The importance of handling of tools and equipment with care on finished surface
- The Dos and the Don'ts of handling of tools and equipment with care on finished surface

#### Sav







Divide the class into few groups (of 2-3 members each), depending on the batch strength. Ask each group to explain one "Do" and one "Don't" for using tools and equipment on finished surface.

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

## Say



Did you enjoy this activity? I am sure that you understood the dos and don'ts of using tools.

#### Do



- Explain why students should handle the tools with proper care
- Make sure you have shown the usages of tools and equipment through hands-on activities



- Ask students repeatedly if they have any confusion
- Repeat the lesson if it is necessary
- Ask other students to answer their peers and encourage peer-learning .

## Unit 1.12: Common Faults and their Rectification Methods

# Unit Objectives 6



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

- Identify the common faults with Hand Tools and demonstrate methods to rectify them
- Identify the common faults with Power Tools and demonstrate methods to rectify them

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, equipment and tools (as recommended for the job role)

#### **Notes**



This is the twelfth session of the program that will help us in learning about appropriate handling of tools and equipment with care on finished surfaces.

#### Ask



Ask the participants the following questions:

- Have you ever faced difficulty in using a saw? Can you describe the problem?
- What could have been the reason behind this difficulty?

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

#### Elaborate |



In this session, we will discuss the following points:

- Common faults with hand tools
- Methods to rectify the common faults with hand tools
- Common faults with power tools
- Methods to rectify the common faults with power tools

#### Say



## Activity



- Give each student a faulty hand tool or a power tool
- Ask everyone to find specific faults in each of the given tools and rectify those
- Guide them throughout the repairing process
- Demonstrate the repairing process and usage of necessary tools to repair as required
- Ask students to submit their reports to you
- Check how they have worked and demonstrate the repairing processes ad needed

Activity	Duration	Resources Used
Repair and Learn	1 hour	Participant handbook, whiteboard, marker, hand tools and power tools as necessary

#### Do



- 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.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

#### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well. Let us now do something to ensure that we have learnt the concept.

#### Activity



Divide the class into few groups, depending on its batch strength. Provide each group with a faulty hand or power tool and ask the groups to identify the faults associated with the tools. After detecting the faults, each group must identify the probable reasons behind the fault and state methods to rectify the same.

Activity	Duration (in mins)	Resources Used
Fault Identification	60 (maximum)	Participant handbook, pen, small writing pad, etc.

#### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Do



- Check and evaluate the outcome of the task on completion.
- Ensure participation by all students.
- Observe the sequence of steps and provide suggestions, as each group works on the task.
- Stop a student / group if you observe a wrong step and rectify by providing correct input.
- Jot down important observations and points while the students work on the task.
- Demonstrate the entire process, if required.



- Encourage students to raise queries in class
- Provide your inputs during the activity sessions
- Clarify everyone's questions politely

## Unit 1.13: Discussing Alignment, Strength of Material and Proper Setting of Frames, Doors

## Unit Objectives 6



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

- Discuss alignment and strength of material for glass doors and windows
- Demonstrate the process of checking for functioning, alignment etc. and rectify any error found

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This is the thirteenth session of the program that will introduce us to the concepts fo alignment, strength of material, adhesives, sealants and fillers.

#### Ask



Ask the participants the following questions:

- Have you ever applied glue to join anything? Do you think joining glass, wood and metals require special types of glue? Can you name a few?
- Why are some glasses more brittle than others?

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

#### Elaborate



In this session, we will discuss the following points:

- **Definition of Alignment**
- Method to determine alignment for doors and windows
- Method to check for alignment and rectify errors in alignment
- **Definition of Strength of Materials**
- Various physical parameters that determine the strength and robustness of glass
- Method to select and apply adhesives
- Method to select and apply sealants and other fillers

#### Say



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

## Activity



Ask the students to study all doors and windows in the class. Then, they must review and comment on the alignment, setting and placement of the doors and windows. After they are done, ask them to submit their review-sheet.

Activity	Duration (in mins)	Resources Used
Observe and Share	30 (maximum)	Participant handbook, pen, small writing pad, etc.

## Say



Did you find the activity fruitful? Let us now participate in another activity to study the Strength of materials.

## Activity



Divide the class into few groups, depending on the batch strength. Provide each group with 2 different types of glass. Ensure that each group receives a separate set of glasses. Ask each group to guess the comparative strength of the glasses and jot them down on a piece of paper. Finally, the groups must share the points with the rest of the class. Encourage a discussion with their observation and give them necessary information as required.

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

#### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Do



- Describe the parameters and values in details in class
- Explain why alignment is necessary while working
- Explain what one should do if any defect or fault can be found out



- Ask for a volunteer who will write the significant points on white board
- Encourage peer-learning in class
- Make sure students have understood the chapter clearly

## Unit 1.14: Discussing Alignment, Strength of Material, Adhesives, Sealants and Other Filling Materials

# Unit Objectives 6



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

- Discuss the adhesives, sealants and other filling materials used in glass fittings
- Demonstrate how to apply adhesives for glass fittings
- Demonstrate how to assist in identifying and applying materials and sealant to fill gaps in surfaces and trim excess materials

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, adhesives, sealant, fillers equipment and tools for applying these (as recommended for the job role)

#### Notes



This is the fourteenth session of the program that will aim discussing adhesives, sealants and other filling materials used in fittings of glass and other structures.



Ask the participants the following questions:

- Do you know what an adhesive is?
- Can you name some of the materials that are used for fitting the glass?

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

#### Elaborate \*\*



In this session, we will discuss the following points:

- Common types of adhesives and their usage
- Common types of sealants and their usage
- Common types of fillers
- Applying adhesives for glass fittings
- Identifying and applying materials and sealant to fill gaps
- Applying sealants
- Applying fillers



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

## Activity



Take the trainees to the laboratory and divide them in three groups and the members in each group will be based on the batch strength. Give each group an adhesive, a sealant and filler. Each of the group will have to apply those as shown in the class. Allot 1 hour for this activity. Watch students performing and guide them wherever is required.

Activity	Duration (in hours)	Resources Used
Laboratory Visit	1	Adhesive, sealant, fillers, tools required for applying those

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

# Do

- Explain the usage of adhesives. sealants and fillers in details
- Discuss its importance as well
- Show how to apply these in class
- Explain the steps in details



- Ask students to go through every little detail in the laboratory
- Ask them to raise questions
- Make sure you are addressing all the queries with patience

## Unit 1.15: Safety Standards & Precautions and PPEs

## Unit Objectives 6



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

- Discuss the various safety standards and precautions to be taken
- Explain the meaning and objective of Personal Protective Equipment
- Apply safety equipment and personal protection equipment as needed
- Explain why the floor guard/other floor safety material must be spread on the floor to prevent damage to the floor/individua

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This is the fifteenth session of the program that will introduce us to the concepts of safety and precautions, uses of PPE and quality students

#### Ask



Ask the participants the following questions:

- Have you ever used a saw without wearing protective gloves? Do you think it was a right thing to do?
- Why is quality so important in the job role of an Assembler?

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

## Elaborate



In this session, we will discuss the following points:

- Various safety standards and precautions to be taken
- Safe handling of Power Tools
- Safe Handling of Hand Tools
- Meaning, objective and uses of Personal Protective Equipment
- Importance of spreading floor guard/ other floor safety material on the floor to prevent damage to the floor/individual
- Various hazards associated with the floor and the protective action to be taken
- Importance of cleaning the work area to ensure hazard free work
- Importance of conducting on-site modifications and touch up
- How to gather all the tools and equipment and remove from the site
- How to wipe the installation and clean the work area
- Importance and process of debris removal
- Appropriate waste disposal techniques

## Say



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

## Activity



Show the class few videos on how to use different PPE, from your laptop. Explain what you are showing and pause in between, if required. The sample links are:

- https://www.youtube.com/watch?v=Vt7nJeGHa4M (Safety Helmet Standards)
- https://www.youtube.com/watch?v=cAaRafN2Ap4 (Cutting through Cut-resistant gloves)
- https://www.youtube.com/watch?v=a5yCrGYn26U (Why to wear Safety Glasses)

After watching the videos, ask 3-4 students from the class to volunteer. Instruct these students to try wearing few PPE, w.r.t the videos. The other students will observe and take down important notes. Guide students throughout the process and help them as required.

Activity	Duration (in mins)	Resources Used
Watch and Do	30 (maximum)	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, few selected ppe, etc.

#### Do



- 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.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Help volunteers with the PPE.
- Ensure that all students participate in the class.

#### Say



Did you enjoy the activity? Let us now work on another activity, to learn better about quality standards for Assemblers.

## Activity



Ask each student, to speak for a duration not more than two minutes, in his / own words, on the things to be done by an Assembler to maintain quality standards at work.

Activity	Duration (in mins)	Resources Used
Two Minutes Only	45 (maximum)	Participant handbook, writing pad, pen, whiteboard, marker, etc.

#### Do



- Bring tools in class to show its usage to students
- Make sure you have explained the dos and don'ts for using these tools
- Ask questions during the videos so that you get to know whether students are understanding different concepts
- Bring various PPE in class to show its use



- Explain what can happen if students are not cautious enough while working
- Demonstrate what one should do if any hazard occurs

## Unit 1.16: Quality Standards to be Maintained

## Unit Objectives 6



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

- Identify the importance of cleaning the work area to ensure hazard free work
- Demonstrate how to conduct on site modifications and touch up
- Explain the importance of gathering all the tools and equipment, and remove from the site
- Design the process of wiping and cleaning the work area
- Practise how to remove debris and dispose waste appropriately after work completion

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, cleaning equipment and tools for applying these (as recommended for the job role)

#### Notes



This is the sixteenth session of the program that will aim discussing adhesives, sealants and other filling materials used in fittings of glass and other structures.



Ask the participants the following questions:

- Do you keep your houses clean on a regular basis?
- Do you think cleaning our workplaces is necessary?

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

#### Elaborate



In this session, we will discuss the following points:

- Clean the work area to ensure hazard free work
- Conduct any on site modifications that may be required and touch up if needed
- Gather all the tools and equipment and remove from the site
- Wipe the installation and clean the work area
- Remove the debris and dispose the waste appropriately after work completion in accordance to waste disposal policy

## Say



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

## **Activity**



- Take the students to a workshop after the workers have completed their work
- Divide the class in three or four groups based on the group
- Allot a particular corner to each group and ask them to clean the area
- · Give them necessary equipment and tools for cleaning
- Check the areas after students have completed their work
- Appreciate students for their performance
- Also appreciate the group who performed the best in this activity

Activity	Duration (in hours)	Resources Used
Workshop Visit	1	Necessary equipment for cleaning

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Ensure participation by all students
- Observe the sequence of steps and provide suggestions, as each group works on the task



- Ask students why they should clean the work area
- Take cues from their answers to show the importance of cleanliness
- Show the steps for cleaning in details

## Unit 1.17: Standard Operating Procedures

## Unit Objectives 6

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

- Explain standard operating procedures
- List SOPs for door / window installation

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Notes



This is the seventeenth session of the program that will help us in learning about the standard operating procedures and documentation essential for Assemblers.

#### - Ask



Ask the participants the following questions:

- Can anyone tell me the meaning of Standard Operating Procedure?
- Why are Standard Operating Procedures required?

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

#### Elaborate



In this session, we will discuss the following points:

- Definition of Standard Operating Procedures
- SOPs for door / window installation
- How to assist in requisite documentation as per organization protocol
- How to take note of inputs/ feedback and assist in completion of the procedural documents and undertake customer signoff digitally / on paper
- How to assist in advising customer on any relevant maintenance requirements in accordance with organizational policy

#### Say



## Activity



Arrange the students in a semi-circle and encourage them to start a Group Discussion on: "Standard Operating Procedures ensure quality and eliminate deviations".

Activity	Duration (in mins)	Resources Used
Group Discussion	15 (maximum)	Participant handbook, writing pad, pen, whiteboard, marker, etc.

#### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Do



- Make sure everyone is participating in the group discussion
- Explain the importance of SOPs



- Demonstrate the installation techniques in details
- Make sure you have discussed the special requirements in details

## Unit 1.18: Reporting and Documentation Skills

# Unit Objectives 6



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

- Apply requisite documentation as per organization protocol
- Sketch how to take note of inputs/feedback and assist in completion of the procedural documents and undertake customer signoff digitally / on paper
- Identify the process to advise customer on any relevant maintenance requirements in accordance with organizational policy

#### - Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This is the eighteenth session of the program that will help us to understand reporting and documentation skills in furniture and fitting industry.

#### Ask



Ask the participants the following questions:

- Do you think organisational protocols are necessary?
- Do you think documentation is necessary after completing a work?

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

#### Elaborate



In this session, we will discuss the following points:

- Clean the work area to ensure hazard free work
- Conduct any on site modifications that may be required and touch up if needed
- Gather all the tools and equipment and remove from the site
- Wipe the installation and clean the work area
- Remove the debris and dispose the waste appropriately after work completion in accordance to waste disposal policy

## Say



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

## **Activity**



- Announce that this activity is going to be an individual activity
- Give the following case study to students
  - o Suppose you work at ABC Furniture Pvt. Ltd. You have recently worked for client X and now the client has provided you feedback. You can find out from the feedback that your client is not happy with finishing and cleaning part even though he is satisfied with assembling.
- Ask students to review the case study and jot down his/her necessary steps in this situation
- Ask students to submit the papers to you
- Check and review the papers and discuss it in class
- Appreciate the best written paper in class

Activity	Duration (in minutes)	Resources Used
Case Study	15	Participant handbook, pen, writing pad, whiteboard, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Ensure participation by all students
- · Observe the sequence of steps and provide suggestions, as each group works on the task
- Give suggestions to complete the activity



- Ensure students understand the requirements clearly
- Guide them throughout the activity









# 2. Ensure Health and Safety at Workplace

- Unit 2.1 Common Health and Safety Hazards in a Work Environment
- Unit 2.2 Procedures for Safe Handling of Tools and Equipment
- Unit 2.3 How to Respond to an Emergency Situation
- Unit 2.4 Potential Risks and Threats
- Unit 2.5 Organizational Reporting Protocol
- Unit 2.6 Health and Safety Practices at Work Place
- Unit 2.7 Potential Hazards and Risks Present at Furniture and Fittings Related Workplace
- Unit 2.8 Storage and Handling of Hazardous Substances
- Unit 2.9 Importance of Good Housekeeping
- Unit 2.10 Procedure for Safe Disposal of Waste
- Unit 2.11 Safe Working Practices in a Furniture and Fittings Workplace
- Unit 2.12 Deal with an Accident which Involves Human Life
- Unit 2.13 Types of Personal protective Equipment and their Use
- Unit 2.14 Follow Safe Working Practices at Work
- Unit 2.15 Different Risks Associated with Electrical Equipment
- Unit 2.16 Preventive and Remedial Actions for Exposure to Toxic Materials
- Unit 2.17 Causes of Fire, Types and Uses of Fire Extinguishers, Safety Signs
- Unit 2.18 Various Types of Safety Signs
- Unit 2.19 Basic First Aid Treatments Relevant to the Condition
- Unit 2.20 Safe Lifting Practices and Correct Body Postures
- Unit 2.21 List of Names, Contact Details of all the people Responsible for Health and Safety in a Workplace



## Key Learning Outcomes 💆



#### After attending the session, trainees will be able to:

- 1. Recognise the common health and safety hazards in a work environment
- 2. Discuss organizational procedures for safe handling of tools and equipment
- 3. Demonstrate how to respond to an emergency situation
- 4. Identify and assess potential risks and threats
- 5. Use health and safety practices at work place
- 6. Identify potential hazards and risks which may be present at furniture and fittings related workplace
- 7. Discuss the storage and handling of hazardous substances
- 8. Explain the importance of good housekeeping
- 9. Discuss the procedure to be followed for safe disposal of waste
- 10. Discuss how to deal with an accident that involves human life
- 11. Describing the different types of personal protective equipment and their use
- 12. Demonstrate how to follow safe working practices while at work
- 13. Identify the different risks associated with the use of electrical equipment
- 14. Discuss the preventative and remedial actions to be taken in the case of exposure to toxic materials
- 15. Identify the various causes of fire
- 16. Differentiate between the different types of fire extinguishers and discuss their use
- 17. Demonstrate the techniques of using the different fire extinguishers
- 18. Identify the various types of safety signs and recall their meaning
- 19. Discuss the appropriate basic first aid treatment relevant to the condition
- 20. Analyse the importance of safe lifting practices and correct body postures
- 21. List the names and the contact details of all the people responsible for health and safety in a workplace

## Unit 2.1: Common Health and Safety Hazards in a Work Environment

# Unit Objectives 6



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

- Differentiate between risk, hazard and threat
- Explain occupational hazards
- Identify the common health and safety hazards

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Note



This is the nineteenth session of the program that will teach us about the health and safety hazards at workplace, related precautions and the organizational procedures for the safe handling of tools and equipment.

#### - Ask



Ask the participants the following questions:

- Do you think sitting or standing in the same position for long hours is good for your health?
- If you find a chemical in an unlabelled container, would you use it?
- What would you do if you find loose cable lying on the floor in the workshop?

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

#### Elaborate



In this session, we will discuss the following points:

- · Difference between risk, hazard and threat
- Explaining occupational hazards
- Common health and safety hazards
- Methods of hazard prevention and control

#### Say



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

#### **Activity**



Give the students different hazardous situations to analyse, for example

- Chemical spill on the floor
- Tools scattered on the floor
- Working on a ladder, hoist or crane
- Smoking cigarettes
- Unlabelled chemical container
- Frayed electrical cords
- Unsheathed knives and sharp tools
- · Excessive mechanical vibration
- Cotton bandages stained with blood

Ask students to classify these situations into health or safety hazards. Also, ask them to state the precautionary measures for the same.

Provide each student with a sample feedback form and ask him / her to fill it up, according to his / her understanding and discretion. After the students complete the task, ask them to exchange forms with their partners and check them.

Activity	Duration (in mins)	Resources Used
Classify and Analyse	30 (maximum)	Participant handbook, writing pad, pen, whiteboard, marker, etc.

#### Say



Did you enjoy this activity? Let us now participate in another one.

#### **Activity**



Show the class few ppt slides on different hand and power tools. Ask the students to identify the tools shown on the slides. On identification of the tools, the students must state 2 safe handling tips for each tool.

Appreciate the students who performed well in this activity.

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

#### Say



Did you find this activity fruitful? I am sure that all of you have grasped the concept well.

#### Do



- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ask students to contribute in class as well
- Make sure you value every contribution



- Explain occupational hazards in details
- Demonstrate how they can avoid these hazards

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

# Unit Objectives 6

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

• Identify ways to adhere to relevant occupational safety policies while handling sharp tools

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This is the twentieth session of the program that will help us to understand organisational procedures for safe handling of tools and equipment in furniture and fitting industry.

#### Ask



Ask the participants the following questions:

- Have you seen the tools used in furniture and fitting industry?
- Do you think you need to be extra cautious while using those?

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

#### Elaborate



In this session, we will discuss the following points:

- Adhere to relevant occupational safety policies while handling sharp tools to make and install furniture and fittings
  - Safety policies while handling chisels
  - Safety policies while handling files and rasps
  - o Safety policies while handling knives
  - Safety policies while handling saws
  - o Safety policies while handling snips

#### Say



## Activity



- Divide the class in three groups, A, B and C
- Group A will handle a Knife, group B will handle a saw and group C will handle snipe
- Ask each group to jot down safety policies while working with their allotted equipment
- Give them 15 minutes to complete the task
- Ask each group to submit their paper to you
- Read out each paper and check whether there is any inconsistency
- · Demonstrate the processes if required
- Appreciate the best paper in class

Activity	Duration (in mins)	Resources Used
Jotting down	15	Participant handbook, pen, writing pad, whiteboard, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Ensure participation by all students
- Jot down important observations and points while the students work on the task
- Demonstrate the entire process, if required



- Explain the safety policies and procedures in details
- Make sure you have explained the risks of using each equipment

## Unit 2.3: How to Respond to an Emergency Situation

## Unit Objectives 6

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

- Demonstrate how to evaluate the emergency
- Practise how to handle the emergency
- Apply first-aid activities in case of any accident

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

## Notes



This is the twenty-first session of the program that will teach us how to respond to an emergency situation.

#### Ask



Ask the participants the following questions:

- What do you understand by emergency situation?
- You have cut your hand while cutting vegetables at home. Would you call this an emergency? Why? Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Definition of emergency
- Evaluating the emergency
- Handling the emergency
- · How to undertake first aid activities in case of any accident

#### Say



## Activity



Show the class few images on ppt slides from your laptop. Inform that these pictures are related. Divide the class into few groups and ask each group to frame a story, based on these images, about how an emergency got handled. The best story shall be appreciated.

Activity	Duration (in mins)	Resources Used
Tell a Tale	60 (maximum)	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, etc.

## Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well. Let us now do something to ensure that we have learnt the concept.

#### Do



- 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
- Take part in the activity to encourage the students
- Share your own life experiences



- Tell students that it is important to respond calmly during an emergency
- Ask students if they know the basics of first-aid activities
- · Explain first-aid activities if they do not know

## Unit 2.4: Potential Risks and Threats

## **Unit Objectives**



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

Identify and evaluate the potential risks and threats associated with the job role

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This is the twenty-second session of the program that will teach us about the potential risks, threats and hazards at workplace.

#### Ask



Ask the participants the following questions:

- Can you name some of the possible risks of assemblers while working?
- Do you think you need to be additionally cautious while working as an assembler?

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

#### Elaborate



In this session, we will discuss the following points:

- Risk Assessment Matrix
- Controlling Potential Risks



## Activity



Divide the class into few groups (2-3 members each, depending on the batch strength). Provide each group with a case, comprising a situation based on a potential risk / hazard in the workplace. Ask each group to analyse the given cases carefully and jot down the key points. Then, a member from each group must share with the class the following:

- Category of the hazard
- Precautionary measures that could have been taken to avoid this hazard
- How this hazard should be reported to appropriate authority
- How can this hazard be avoided in the future

While discussing the key points, ask everyone to share their ideas and suggestions regarding handling a particular hazard. Appreciate the students for their performance in this activity.

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

#### Say



Did you enjoy the activity? Let us now participate in another activity, which is related to the previous one.

#### Activity



Provide the groups with a hazard report form each and ask them to fill the forms carefully with the details of the hazard given in their case studies. This activity ensures that the students would not get confused in future when they are asked to fill up this form.

Ask students to submit their forms to you. Review each form and discuss if you find any error there. Encourage students to participate in the discussion and share their suggestions.

Activity	Duration (in mins)	Resources Used
Form Filling	30 (maximum)	Participant handbook, hazard report form, pen, etc.

#### Do



- Explain the necessity of risk assessment matrix
- Demonstrate how students can control potential risks



- Address all the queries patiently
- Explain how risks and hazards can be mitigated easily

## Unit 2.5: Organizational Reporting Protocol

## Unit Objectives 6



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

Identify and report any hazards/potential risks/threats to supervisors

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This is the twenty-third session of the program that will help us to understand organisational reporting protocol.



Ask the participants the following questions:

- According to you, what kind of hazards can be encountered during work?
- Do you think you need to report the hazards?

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

## Elaborate



In this session, we will discuss the following points:

- Identify and report any hazards and potential risks and threats to the supervisors
- Hazard reporting forms



## Activity



- Announce in class that this is going to be an individual activity
- Distribute a printed form of the hazard reporting form as given in the participant handbook
- Give them the following case study:
  - o One of your co-workers has hurt his legs while working with a saw. Basic first-aid has been applied on the wound immediately and he has been taken to the nearby healthcare centre.
- Give 15-20 minutes to complete the forms
- Ask trainees to submit the completed form to you
- Fill-up the forms as a supervisor after trainees submit their forms to you
- Give the forms back to trainees and correct them if they are wrong

Activity	Duration (in hour)	Resources Used
Case study based practice session	1	Participant handbook, pen, writing pad, whiteboard, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Guide the class throughout the practice session
- Ask if anyone has any confusion before starting the activity



- Explain the significance of organisational protocol
- Discuss why reporting forms are required to prevent hazards

#### Unit 2.6: Health and Safety Practices at Work Place

# Unit Objectives 6



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

- Discuss how to work safely at all times, complying with health and safety legislation
- Inspect and check the website for any possible health and safety hazards
- Demonstrate how to handle all required tools, machines, materials
- Identify and follow appropriate procedure in case of fire emergency

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, selected hand and power tools used by an assembler such as screwdriver, hammer, vises, scaffolding etc.

#### Notes



This session will help us to understand health and safety practices at work place.

#### Ask



Ask the participants the following questions:

- Have you ever encountered a fire emergency?
- Can you tell the class what should one do in such a situation?
- Do you think you should be additionally cautious while using scaffolding?

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

#### Elaborate



In this session, we will discuss the following points:

- Identify and report any hazards and potential risks and threats to the supervisors
- Hazard reporting forms



## Activity

- (A)
- Announce in class that this is going to be an individual activity
- Bring a box full of selected hand and power tools used by an Assembler such as screwdriver, hammer, vises, scaffolding etc.
- Ask each student to choose one tool from the box
- Ask every student to write 5-6 safe handling practices for their chosen tools
- Ask for volunteers
- Encourage discussion while the volunteers read out their answers
- Correct them if they are wrong
- · Repeat necessary information as required

Activity	Duration (in hour)	Resources Used
Practice session	1	Participant handbook, pen, writing pad, whiteboard, marker, selected hand and power tools used by an assembler such as screwdriver, hammer, vises, scaffolding etc.

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Evaluate the students' performance after completing the activity
- Define the relevance of safe working practices in details



- Ask repeatedly if students have any questions
- Bring tools in class so that practical usages can be shown

### Unit 2.7: Potential Hazards and Risks Present at Furniture and Fittings Related Workplace

### Unit Objectives 6



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

Identify the potential hazards and risks associated with furniture and fittings workplace

### Resources to be Used



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

#### Notes



This session will help us to understand potential hazards and risks associated with furniture and fittings workplace.

### Ask



Ask the participants the following questions:

Can you name some potential risks that can occur during work? Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

Potential hazards and risks present at furniture and fittings related workplace



- Announce the class, that it is going to be group activity
- Divide the whole class in 3 groups according to the strength of the class
- Put different hazardous items in a box in front of the class electric wires, hazardous chemical items etc.
- Ask them how to combat the hazardous situation
- Encourage a discussion session as the trainees speak

Activity	Duration (in hour)	Resources Used
Practice Session	1	Participant handbook, pen, writing pad, whiteboard, marker,

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do



- Explain potential risks and hazards in details
- Ensure students do not loose interest in the course
- Explain the preventive methods as well



- Explain the cause and risk levels in details
- Share your own life stories to encourage students

### Unit 2.8: Storage and Handling of Hazardous Substances

### Unit Objectives 6

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

Discuss and demonstrate the storage and handling processes of hazardous substances

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### - Notes



This session of the program will teach us how to store and handle hazardous substances.

#### Ask



Ask the participants the following questions:

- Can you name few hazardous substances?
- Can you keep any chemical anywhere? Do you think there should be restrictions and guidelines regarding storing and handling chemicals? Why?
- Why are housekeeping and waste disposal important for a workplace?

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

#### Elaborate



In this session, we will discuss the following points:

- Storage and handling of hazardous biological substances
- Storage and handling of hazardous chemical substances
- Storage and handling of hazardous combustible and explosive substances
- Definition of housekeeping
- Dos and don'ts of housekeeping
- Importance of good housekeeping
- The process of disposing of different types of waste
- Safe handling and removal of debris

### Say



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

### - Activity



Take the class for a visit to a nearby workshop, where they are required to observe and learn the following:

- Types of waste in the workshop
- Types of substances in the workshop (Biological, Chemical, Combustible, Explosive, etc.)
- Methods and safety guidelines in storing and handling the above substances
- Housekeeping practices in the workshop and frequency of the same
- Methods and frequency of waste disposal and debris removal
- PPE used during above processes

Activity	Duration (in mins)	Resources Used
Workshop Visit	240 (maximum)	Student id card, pen, notepad, participant handbook

### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Dი



- Guide students throughout the workshop visits
- Explain how hazardous substances can bring problems for Assemblers
- Ensure you have also explained the preventive measures



- Ask repeatedly if students have any question
- Answer them politely

### Unit 2.9: Importance of Good Housekeeping

# Unit Objectives 6



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

- Describe housekeeping
- Explain the dos and don'ts of housekeeping
- Discuss the importance of good housekeeping

### Resources to be Used



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

### Notes



This session will help us to understand the importance of good housekeeping practices.

### Ask



Ask the participants the following questions:

- Can you name a few good housekeeping practices?
- Do you think housekeeping is necessary in furniture and fittings industry?

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

#### Elaborate



In this session, we will discuss the following points:

- Describe housekeeping
- Explain the dos and don'ts of housekeeping
- Discuss the importance of good housekeeping



- Divide the class in three groups
- Provide a mock scenario to each group, where there will be a room with no safety emergency equipment. Walking surfaces of elevated working platforms are kept. Material such as boxes or trash are placed in walkways and passageways and stairways are obstructed or blocked
- Tell each group to make necessary changes in that imaginary room for proper housekeeping

Activity	Duration (in mins)	Resources Used
Role play with scenario	20	Participant handbook, pen, writing pad, whiteboard, marker

Did you enjoy this activity? I am sure that all of you have understood these operations really well.



- Explain how good housekeeping practices can be helpful
- Provide interesting mock scenarios so that students get more interested in the program
- Ask for a volunteer and ask him/her to tell the class what he/she has learned from the session



- Ensure you have clarified everyone's doubt
- Conduct a random quiz session to check students' understanding
- Ensure each student participates in the session

### Unit 2.10: Procedure for Safe Disposal of Waste

# Unit Objectives 6



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

Demonstrate how to ensure safe handling and disposal of waste and debris

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

### - Notes



This session will help us to understand the procedure of safe waste disposal.

### Ask



Ask the participants the following questions:

- Do you dispose wastages of your house safely?
- Do you know what can happen if the waste material is not disposed properly?

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

### Elaborate



In this session, we will discuss the following points:

Ensure safe handling and disposal of waste and debris



- Announce the class, that it is going to be group activity
- Divide the class in three or four groups
- Ask each group to point out at least three safe practices for waste disposal
- Encourage discussion session as the students speak
- Correct them if they are wrong

Activity	Duration (in mins)	Resources Used
Practice Session	20	Participant handbook, pen, writing pad, whiteboard, marker





Did you enjoy this activity? I am sure that all of you have understood safe waste disposal really well.

#### Do



- · Ask students to discuss amongst themselves before answering
- Encourage peer-learning and discussion in class



- Ask students to apply these at their home as well
- Ask them next day how they have planned it at home

### Unit 2.11: Safe Working Practices in a Furniture and Fittings Workplace

### Unit Objectives 6



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

- Discuss how to ensure that health and safety instructions applicable to the work place are being followed
- Assess and follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment
- Analyse and follow agreed work location procedures in the event of an emergency or an accident

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Notes



This session of the program that will teach us how to follow safe working practices at the workplace, and how to deal with an accident that involves human life.

#### - Ask



Ask the participants the following questions:

- Can you name few safety practices that could help us avoid hazards in workplace?
- Have you ever helped a critical accident victim?

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

#### Flaborate



In this session, we will discuss the following points:

- Ensure that health and safety instructions applicable to the work place are being followed
- Importance of following manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment
- State methods of accident prevention in the work environment
- Follow emergency and evacuation procedures
- Respond to Fire situation
- **Initiate Evacuation process**

- How to free a person from electrocution
- How to demonstrate good housekeeping in order to prevent fire hazards
- The general health and safety equipment, which must be available at work site

### Say



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

### **Activity**



Divide the students into few groups, comprising 3-4 members each, depending on the batch strength. Provide each group with a chart paper and essential stationery and craft items. Ask the groups to prepare a Chart Poster each, based on any one of the following topics:

- Importance of reading manufacturer's instructions before using a chemical or tool / equipment
- Methods of accident prevention in the workplace: Use of Training and Safety Notices
- How to rescue an electrocution victim
- How good housekeeping practices can control fire hazards
- General health & safety equipment to be kept available at work site
- Evacuation process during natural calamities

After preparing the poster, each group must present the same in front of the class. Time allocated for each group:

- 10 minutes for planning
- 45 minutes for preparing the poster
- 5 minutes for presentation
- Appreciate the best poster and hang it up for display in the class.

Activity	Duration (in mins)	Resources Used
Poster Presentation	90 (maximum)	Participant handbook, chart paper (light pastel colour), crayons, sketch pens, pencils, erasers, rulers, marble papers, glue, cello-tapes, etc.

### Say



Did you find this activity fruitful? I am sure that all of you have found this activity very helpful.

#### Do



- Help students in making the poster presentation
- Appreciate everyone for their contribution



- Encourage students to help each other
- Tell them how this activity can teach them working in a team
- Appreciate the team with most commendable coordination

#### Unit 2.12: Deal with an Accident which Involves Human Life

### Unit Objectives 6



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

- Discuss methods of accident prevention in the work environment
- Discuss emergency and evacuation procedures in case of accidents, fires, natural calamities
- Demonstrate correct rescue techniques applied during fire hazard
- Demonstrate how to free a person from electrocution
- Demonstrate how to respond promptly and appropriately to an accident situation
- Discuss how to participate in emergency procedures

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, collar microphone, first aid box, fire alarm

### - Notes



This session will help us to understand to deal with accidents that involve human life.

#### - Ask



Ask the participants the following questions:

- Have you ever encountered with any accident? If yes, share your experience.
- Do you know what one needs to do if a fire outbreaks?

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

#### Elaborate



In this session, we will discuss the following points:

- State methods of accident prevention in the work environment
- Follow emergency and evacuation procedures
- Demonstrate rescue techniques during fire hazard
- Demonstrate how to free a person from electrocution
- Respond promptly and appropriately to an accident situation
- Participate in emergency procedures





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

### Activity



- Conduct a Mock Drill, focusing on:
  - o raising Fire Alarm
  - o evacuating the premises via stairs and exit routes
  - o treating victims with appropriate First Aid techniques (include one instance for each type of injury)
  - o conducting CPR (use a dummy doll to demonstrate this)
  - o helping in transporting a victim, whose spine has been seriously injured
- As the class proceeds with the Mock Drill, instruct and guide the students over a microphone.
- Ensure that students return to the premises/class after the drill is over.
- Ensure that all students participate in the class.
- Before the activity, address the class and explain what needs to be done. Coordinate with the Centre
- Owner/Management to arrange for the requisite tools and equipment.

Activity	Duration (in mins)	Resources Used
Mock Drill	30	Collar microphone, first aid box, fire alarm

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do



- Check and evaluate the outcome of the task on completion
- Ensure participation by all student



- Share your own experience of accidents in your professional life (if any)
- Ask questions from the participant manual

### Unit 2.13: Types of Personal Protective Equipment and their Use

# Unit Objectives 6



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

Identify the different types of PPE used by assemblers

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, few protective equipment (safety helmet, goggles, spectacles)

#### **Notes**



This session will help us to understand different kinds of personal protective equipment.



Ask the participants the following questions:

- Do you know what PPE is?
- Do you think you need a PPE while working?

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

#### Elaborate



In this session, we will discuss the following points:

- State methods of accident prevention in the work environment
- Follow emergency and evacuation procedures
- Demonstrate rescue techniques during fire hazard
- Demonstrate how to free a person from electrocution
- Respond promptly and appropriately to an accident situation
- Participate in emergency procedures



- Display few protective equipment (safety helmet, goggles, spectacles) in front of trainees
- Make them identify each protective equipment
- Ask trainees about the usage of each protective equipment
- Make them practice about the usage of each protective equipment by giving them mock scenario

Activity	Duration (in mins)	Resources Used
Practical session	20	Participant handbook, pen, writing pad, whiteboard, marker, few protective equipment (safety helmet, goggles, spectacles)

### Say

Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do



- Ensure every student is performing in class
- Ask for one or two volunteer who will ensure safe handling of the PPEs
- Appreciate the best performing students in class



- Ask students if they have confusion with any of the usage
- Explain their usage, if necessary ask questions to know whether they have understood the concept

### Unit 2.14: Follow Safe Working Practices at Work

### **Unit Objectives**



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

- Ensure general health and safety equipment are available at work site
- Comply with restrictions imposed on harmful chemicals inside work area
- Demonstrate good housekeeping in order to prevent fore hazards

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

### Notes



This session will help us to understand safe working practices at work.

#### Ask



Ask the participants the following questions:

- Do you basic first-aid?
- Can you name some ways to deal with sudden fire outbreak?

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

### Elaborate 4



In this session, we will discuss the following points:

- Ensure general health and safety equipment are available at work site
- Comply with restrictions imposed on harmful chemicals
- Demonstrate good housekeeping to prevent fire hazards

### Say





- Announce the class, that it is going to be group activity
- Divide the class in two groups
- Give a mock scenario to group 1 and tell them to take precautionary measures against fire alert
- Give a mock scenario to group 2 and tell them to take required steps after the fire is spread

Activity	Duration (in mins)	Resources Used
Role play with scenario	20	Participant handbook, pen, writing pad, whiteboard, marker

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do



- Observe the sequence of steps and provide suggestions, as each group works on the task
- Stop a student/group if you observe a wrong step and rectify by providing a correct input
- Jot down important observations and points while the students work on the task



- Make the role play interesting
- Take part in the activity
- Ensure every student is participating in class

### Unit 2.15: Different Risks Associated with Electrical Equipment

### Unit Objectives 6



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

Identify the different risks associated with electrical equipment

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This session of the program will teach us how to identify the hazards associated with electrical equipment and how to treat toxic material exposure.

#### - Ask



Ask the participants the following questions:

- Can you name few risks associated with electrical equipment?
- Your friend's has accidentally consumed a toxic solvent. How will you treat him / her?
- Why are Safety Signs helpful in a workplace?

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

#### **Flaborate**



In this session, we will discuss the following points:

Different kinds of risks associated with electrical equipment





From your laptop, show the students few PowerPoint slides, comprising images of different types of hazards and risks associated with electrical equipment. While navigating along the slides, ask students to identify the picture shown in each slide. Ask students to state one way to prevent each risk / hazard shown in the slides.

Activity	Duration (in mins)	Resources Used
See and Learn	15 (maximum)	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, etc.

### Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Do



- 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.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.



- Share your own work experience in class
- Ask questions from the participant manual to see whether students are familiar with the course

# Unit 2.16: Preventive and Remedial Actions for Exposure to Toxic Materials

# Unit Objectives 6

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

- Discuss the remedial actions for exposure to toxic solvents
- Practise preventive actions for exposure to toxic solvents
- Discuss remedial actions for exposure to toxic fluxes
- Practise preventive actions for exposure to toxic fluxes

### Resources to be Used



# - Notes 🗒

This session will help us to understand preventive and remedial actions while exposed to toxic materials.

# Ask

Ask the participants the following questions:

- What is a toxic solvent?
- Can you give me few examples?

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

### **Elaborate**

In this session, we will discuss the following points:

- Remedial actions while exposed to toxic solvents
- Preventive actions while exposed to toxic solvents
- · Remedial actions while exposed to toxic fluxes
- Preventive actions while exposed to toxic fluxes



# - Activity

- Divide the class in three groups
- Take them in a laboratory and put any 5 toxic chemicals in front of them and ask them to take preventive actions for exposure to toxic chemicals
- Mark each group according to their safety measures

Activity	Duration (in mins)	Resources Used
Laboratory Room Activity	30	Participant handbook, pen, writing pad, whiteboard, marker, toxic chemicals



Did you enjoy this activity? I am sure that all of you have understood these operations really well.



- Guide students in the laboratory
- Explain how toxic materials can be harmful to one's health



- Discuss usage of toxic solvents and fluxes in details
- Ask students if they have any query
- Address the queries in details

### Unit 2.17: Causes of Fire, Types and Uses of Fire Extinguishers, Safety Signs

### Unit Objectives 6



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

- Identify the various causes of fire
- List the common types of Fire Extinguishers
- Use the various appropriate fire extinguishers on different types of fires correctly
- Demonstrate the correct use of a fire extinguisher
- Discuss the instructions for using different extinguishers

### Resources to be Used 5



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role), different fire extinguishers

#### Notes



This session of the program will teach us how to identify the various causes of fire, different fire extinguishers and their uses, and the common safety signs with their meanings.

#### Ask



Ask the participants the following questions:

- When you see a fire, have you ever wondered what could be its source?
- Have you ever seen a fire extinguisher being used?

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

#### Elaborate



In this session, we will discuss the following points:

- Various causes of fire
- Classification of fire according to sources
- Common types of Fire Extinguishers and their materials
- The correct use of the various fire extinguishers on different types of fires
- The P.A.S.S technique
- Instructions for using different extinguishers
- Safety measures for using fire extinguishers

### Say



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

### **Activity**



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 & Mock Fire- fighting Drill	45 (maximum)	Participant handbook, fire extinguishers (all types)

#### Do



- Guide students during the mock drill
- Stop students right away if they are doing anything wrong
- Demonstrate the procedures if necessary

### Say



Did you enjoy the activity? I am sure you have. Thank you all for participating so actively.

#### Do



- Tell students how this program can be helpful for their career
- Share how you have improved your career
- Share interesting stories with them .



- Encourage peer-learning in class
- Encourage students to raise queries in class
- Address their issues individually.

### Unit 2.18: Various Types of Safety Signs

### **Unit Objectives**



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

· Identify the various safety signs and analyse their meaning

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This session will help us to understand various types of safety signs.

#### Ask



Ask the participants the following questions:

• What do you do when you see an emergency safety sign?

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

### Elaborate



In this session, we will discuss the following points:

Various types of safety signs and their meaning

### Say



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

#### Activity



- Provide each group with a chart paper and essential stationery and craft items.
- Ask the groups to prepare a poster each, on various safety signs and their meanings.
- After preparing the poster, each group must present the same in front of the class.
- Time allocated for each group:
- 10 minutes for planning
- 45 minutes for preparing the poster

- 5 minutes for presentation
- Appreciate the best poster and hang it up for display in the class

Activity	Duration (in mins)	Resources Used
Poster Presentation	90	Participant handbook, chart paper (light pastel colour), crayons, sketch pens, pencils, erasers, rulers, marble papers, glue, cello-tapes, etc.

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Help students to make posters
- Share your inputs and ideas during the activity
- Ensure every student has participated in class



- Ask random questions from the participant handbook in class
- Encourage students to ask questions in class
- Clarify their doubts, if there is any

#### Unit 2.19: Basic First Aid Treatments Relevant to the Condition

### **Unit Objectives**



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

· Apply first aid activities in case of any accident

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This session will help us to understand basic first-aid treatments.

### - Ask



Ask the participants the following questions:

- Do you know any basic first-aid techniques? If yes, please share with the class.
- Can you name some of the elements in a first-aid kit?

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

#### Elaborate



In this session, we will discuss the following points:

- Objectives of first-aid
- First-aid principles
- · First-aid treatment

### Activity



- Announce the class, that it is going to be group activity
- Divide the class in four/five groups according to bench strength
- Give them a mock scenario to each group with a separate accidental incident such as small cuts, fractures, amputation etc.
- Ask them to say the necessary measures that are to be taken during such accidents
- Mark each group according to their safety measures taken by each group

Activity	Duration (in mins)	Resources Used
Role play with scenario	20	Participant Handbook, Pen, Writing Pad, Whiteboard, marker

### Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Make sure every student takes part in the activity
- Observe the sequence of steps and provide suggestions, as each group works on the task
- Stop a student / group if you observe a wrong step and rectify by providing a correct input



- Explain the importance of first-aid
- Tell the class how it can help them in their personal life as well
- Ask if anyone has any doubt

### Unit 2.20: Safe Lifting Practices and Correct Body Postures

### Unit Objectives 6



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

- List the safe lifting practices for an Assembler
- Demonstrate how to maintain and work in correct body posture
- Demonstrate how to lift, carry or move heavy wooden furniture and accessories from one place to another

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Notes



This session of the program will teach us how to identify the various safe lifting practices and correct body postures.

#### Ask



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

#### Elaborate



In this session, we will discuss the following points:

- Safe lifting practices (as recommended by osha occupational safety and health administration)
- How to maintain correct body posture while standing and working for long hours and carrying heavy materials
- Neutral and awkward body postures
- Working at heights/ with ladder
- Working with hand tools correctly
- Proper technique of lifting
- Working in a comfortable position with the correct posture
- The steps involved in correct lifting, loading, unloading and handling procedures





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

### Activity



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

- 1. Dos of safe lifting
- 2. Importance of ergonomics
- 3. Don'ts of safe lifting
- 4. Neutral and awkward postures
- 5. Working at heights
- 6. Steps involved in correct lifting, loading, unloading and handling procedures
- 7. Safe lifting practices

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	90 (maximum)	Participant handbook, chart paper (light pastel colour), crayons, sketch pens, pencils, erasers, rulers, marble papers, glue, cello-tapes, etc.

### Say



Did you enjoy this activity? I am sure you have.

#### Do



- Ensure that all students participate in the class.
- Help them in performing the activity
- Share your inputs and ideas as well



- · Ask if anyone has any doubt
- Encourage students to take part in class actively

# Unit 2.21: List of Names, Contact Details of all the people Responsible for Health and Safety in a Workplace

### **Unit Objectives**



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

• List the names and contact details of people responsible for health and safety

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This session will help us to know the names, contact details of all the people responsible for health and safety in a workplace.

#### Ask



Ask the participants the following questions:

- Do you know any basic first-aid techniques? If yes, please share with the class.
- Can you name some of the elements in a first-aid kit?

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

#### Elaborate



In this session, we will discuss the following points:

• List of names and contact details of people responsible for health & safety

### Say



- Tell students that you will randomly say the emergency numbers and they will have to name whose number it is
- See how students are responding to you
- Correct them if they are wrong
- Discuss the unit again if it is required

Activity	Duration (in mins)	Resources Used
Quiz	20	Participant handbook, pen, writing pad, whiteboard, marker

### Say

Did you enjoy this activity? I am sure that all of you have understood these operations really well.

### Do L

- Ensure every student has actively taken part in the quiz
- Appreciate students for their participation



- Ask students to answer the questions in the participant handbook
- Correct them if they are wrong
- Provide the right answers in class











# 3. Maintain Work Area, Tools and Machines

- Unit 3.1 Work Instructions and Specifications and their Interpretation
- Unit 3.2 Make Use of the Information Details in Specifications and Instructions
- Unit 3.3 Minimizing Waste, Effects of Contamination on Products
- Unit 3.4 Effects of Contamination of Products
- Unit 3.5 Maintenance of Tools, Equipment and Consumables
- Unit 3.6 Hazards Encountered when Conducting Routine Maintenance
- Unit 3.7 Types of Cleaning Equipment and their Use
- Unit 3.8 Safe Working Practices for Cleaning



### Key Learning Outcomes 🖔



After attending the session, trainees will be able to:

- 1. Comply with and accurately interpret work instructions and specifications
- 2. Employ the method to make use of the information detailed in specifications and instructions
- 3. Locate the different ways of minimizing waste
- 4. Identify the effects of contamination on products
- 5. Design the maintenance procedures of tools, equipment and consumables as per manufacturer's instructions
- 6. Evaluate the hazards likely to be encountered when conducting routine maintenance
- 7. Compare the different types of cleaning equipment and substances and discuss their use
- 8. Recall safe working practices for cleaning and the method of carrying them out

### Unit 3.1: Work Instructions and Specifications and their Interpretation

### Unit Objectives 6



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

- Explain how to accurately interpret instructions and specifications
- Design the process of preparing and organising work

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop



This session of the program will teach us how to interpret work instructions and specifications, and use the information correctly.

#### Ask



Ask the participants the following questions:

- Do you think it is necessary to know client's specifications before the project? If yes, can you give me some reasons for this?
- Is it possible for anyone to complete a task successfully without proper instructions and specifications? Why? Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Working instructions and specifications and interpret them accurately
- How to use the information detailed in specifications and instructions

### Sav





- Divide the class into 2-3 groups
- Ask the students in the class to revise the unit for 10 minutes
- Provide a proposal for future projects to each group. Ensure that all proposals, thus provided to the students, represent different projects and contain client specifications
- Ask each group to develop a plan for each project
- Ask for a volunteer from each group and ask him to read out their written SOPs
- Encourage a discussion session while trainees read out their papers
- Ask whether they have understood the importance of abiding by these SOPs
- Guide them and discuss the SOPs again if necessary
- Appreciate the best performing group

Activity	Duration (in hours)	Resources Used
Developing Blueprints	1	Participant handbook, pen, writing pad, whiteboard, marker

#### Do



- Create an environment of collaboration in class
- Ask random students to answer your questions regarding interpretation of work instructions
- Ensure each step has been explained clearly



- · Ask students to apply this for a particular work at home
- Provide your inputs as required

# Unit 3.2: Make Use of the Information Details in Specifications and Instructions

# Unit Objectives



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

· Discuss how to use the information detailed in specifications and instructions

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Note



This is the twentieth session of the program that will help us to understand the use of the information details in specifications and instructions.

## Ask



Ask the participants the following questions:

- Do you think you need to know your client's specifications before you start working?
- If yes, can you tell me some reasons for this?

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

### Elaborate



In this session, we will discuss the following points:

• Specifications / Instructions, used by the Assembler to retrieve important information

## Say





- Ask students to sit in a semi-circle
- Ask them to make individual lists of necessary client specifications that an Assembler may need to know beforehand
- Encourage a discussion after they complete writing regarding usage of the information detailed in specifications and instructions
- Correct students if they are wrong and guide them again if required

Activity	Duration (in mins)	Resources Used
Make a list	30	Participant handbook, writing pad, pen, whiteboard, marker, etc.

## Say



Did you enjoy this activity? I am sure that all of you have understood the concept really well.

### Do



- Ensure students understand the importance of deadline
- Check everyone's list and evaluate it
- Provide your inputs accordingly



- Ask students whether they are having any issue with the activity
- Ensure every student is submitting their list to you

## Unit 3.3: Minimizing Waste, Effects of Contamination on Products

# Unit Objectives 6



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

- Dispose of waste to designated locations
- Apply different materials to minimize waste

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

## Note



This session of the program will teach us different ways to minimise waste.

## Ask



Ask the participants the following questions:

- What do you understand by "Recycling"?
- Can you name few wastes that can be recycled?

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

### Elaborate



In this session, we will discuss the following points:

- Using materials to minimize waste: Recycling, Reducing and Reusing
- Dispose of waste safely in the designated location



Let us now visit a workshop to find out how contaminants are got rid of and wastes are managed and disposed of there.



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

- Effects of contaminants
- Techniques of waste collection, disposal to designated locations and treatment
- PPE used, if any, in the process

Activity	Duration (in mins)	Resources Used
Workshop Visit	180 (maximum)	Pen, notebook, participant handbook, student id card

## Say



Did you enjoy this visit? I am sure that all of you have grasped the concept well.

#### Do



- Guide students during workshop visit
- Ask them to follow the procedures minutely
- Ask them to find out whether any PPE is used in the workshop



- Ensure that you have explained the importance of minimising wastages in furniture industry
- Ensure you have explained why a designated location is necessary for waste disposal

## Unit 3.4: Effects of Contamination of Products

# - Unit Objectives 🏻 🏻 🛎



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

Identify the effects of the common contaminants on glass doors and windows

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

## Notes



This is session of the program will help us to understand the effects of contamination on products.



Ask the participants the following questions:

- Do you think we should eat contaminated food?
- So what can happen if there is contamination in doors and windows?

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

### Elaborate |



In this session, we will discuss the following points:

- Effect of foreign materials
- Effect of moisture
- Effect of microorganisms, insects and rodents
- Effect of dust
- Effect of corrosive chemicals





- Divide the class in three to four groups based on the class strength
- Ask each group to go around the training centre and find out if there is any contamination in the doors and windows
- Give them 15-20 minutes for this job
- Ask students to submit their list to you
- Read out the lists and encourage a discussion session regarding what measures can be taken to prevent these contaminations
- Ask students to share their idea too
- Appreciate the best group for their performance

Activity	Duration (in mins)	Resources Used
Make a list and discuss	30	Participant handbook, writing pad, pen, whiteboard, marker, etc.

## Say



Did you enjoy this activity? I am sure that all of you have understood the concept really well.

### Do



- Check and evaluate the outcome of the task on completioEncourage students to share their experience, questions and suggestions in the class
- Appreciate students for their performance



- Discuss the topics in details
- Show students different examples of contaminants around the center

## Unit 3.5: Maintenance of Tools, Equipment and Consumables

# Unit Objectives 6



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

- Apply maintenance procedures of tools, equipment and consumables as per manufacturer's instructions
- Examine and ensure correct handling of materials, equipment and tools
- Discuss how to deal with work interruptions
- Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, square glass, marking tools, measuring tools, cutting tools and polishing tools

#### - Notes



This is of the program will teach us how to maintain tools, equipment and consumables as per manufacturer's instructions. We will also learn about the common hazards encountered while conducting routine maintenance.

#### - Ask



Ask the participants the following questions:

- What do you understand by "Maintenance"?
- Why is maintenance of tools, equipment and consumables important after usage?

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

#### Elaborate



In this session, we will discuss the following points:

- Maintenance procedures of tools, equipment and consumables as per manufacturer's instructions
- Metal Tools Handling & Maintenance
- Power Tools Handling & Maintenance
- Cutting Tools Handling & Maintenance
- Pneumatic Tools Handling & Maintenance
- Correct handling procedures
- Maintaining tools, equipment and consumables
- Safe and correct handling of materials, equipment and tools
- Protect stock from Pilfering, theft, damage and deterioration

## Say



Let us now participate in an activity to grasp the concept better.

## **Activity**



On reaching the laboratory, divide the class into few groups (depending on the batch size). Give each group a tool or equipment, which has been used several times. The students must first devise how to maintain that tool properly and then use appropriate methods to do the same. This activity must be done strictly with your help and guidance. Also show the students how should materials be kept safe.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	120 (maximum)	Participant handbook, square glass, marking tools, measuring tools, cutting tools and polishing tools

## Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Help students throughout the visit
- Tell them how you maintain and preserve your tools
- Explain the maintenance process in details



- Bring your own tools in class for demonstrating
- Talk to every student and ask if they have any issue
- Clarify all their issues calmly

## Unit 3.6: Hazards Encountered when Conducting Routine Maintenance

# - Unit Objectives 🏻 🏻 🛎



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

Identify the effects of the common contaminants on glass doors and windows

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

## **Notes**



This twentieth session of the program will help us to understand the hazards encountered when conducting routine maintenance.

#### Ask



Ask the participants the following questions:

• Can you name some of the possible hazards that you can encounter during maintenance? Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

## **Elaborate**



In this session, we will discuss the following points:

Hazards encountered when conducting routine maintenance





- Divide the class in three to four groups based on the class strength
- Encourage the groups to discuss how they will deal with possible hazards while conducting routine maintenance
- Appreciate the students for their ideas

Activity	Duration (in mins)	Resources Used
Discussion Session	30	Participant handbook, writing pad, pen, whiteboard, marker, etc.

# Say



Did you enjoy this activity? I am sure that all of you have taken part in the discussion session

### Do



- Encourage everyone to take part in the discussion session
- Discuss possible hazards along with its solutions
- Jot down important points on the white board



- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

# Unit 3.7: Types of Cleaning Equipment and their Use

# - Unit Objectives 🏻 🏻



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

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

## – Resources to be Used 🏻 🗳



Participant handbook, pen, writing pad, whiteboard, flipchart, markers

#### **Notes**



This is session of the program will teach us how to select different cleaning tools and equipment, their safe handling and application methods.

#### - Ask



Ask the participants the following questions:

- Do you think cleaning the bathroom floor should differ from cleaning a mirror? Why?
- Can the same cleaning material be used for cleaning everything?

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

### Elaborate



In this session, we will discuss the following points:

- Cleaning agents
- Manual equipment and tools
- Power equipment and tools



Divide the class into 2-3 groups. Ask the students in the class to revise the unit for 10 minutes. Provide a cleaning material to each group and ask the members to identify it and state what kind of material / surface it is suitable for cleaning.

Activity	Duration (in mins)	Resources Used
Show and Tell	60 mins (maximum)	Pen, notebook, participant handbook, writing pad, whiteboard / flipchart, marker, etc.

### Do



- Ask students to share own experience with cleaning equipment
- Ask them what should one use to clean the doors and windows
- Correct them if they are wrong and share your inputs



- Explain the usages of different cleaning equipment
- Ask students if they have any confusion with these
- Address each issues properly

## Unit 3.8: Safe Working Practices for Cleaning

# Unit Objectives



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

- Maintain a clean and hazard free working area
- Apply cleaning equipment and methods
- Demonstrate how to store cleaning equipment safely after use

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### - Notes



This is the twentieth session of the program that will help us to understand the safe working practices for cleaning.

### Ask



Ask the participants the following questions:

- Is it necessary to have a clean working area?
- Have you ever cleaned your house? Do you keep the tools and products safely after using?

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

#### Elaborate



In this session, we will discuss the following points:

- Maintain a clean and hazard free working area
- Use cleaning equipment and methods
- Store cleaning equipment safely after use





- Divide the class in three to four groups based on the class strength
- Take students to a furniture shop during the time when workers clean their work stations
- Ask students to observe the following:
- How workers are cleaning the work area
- How cautiously workers are using the cleaning equipment
- How workers are keeping the tools and cleaning equipment after cleaning the work area

Activity	Duration (in hours)	Resources Used
Workshop Visit	1	Participant handbook, writing pad, pen

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Ensure students understand the importance of safe and clean work practice
- Guide them in the workshop to understand the safe practices









# 4. Work Effectively with Others

- Unit 4.1 Work Effectively with Others to Achieve Goals
- Unit 4.2 Effective Communication and Establishing Good Relationships
- Unit 4.3 Own Role and Responsibilities
- Unit 4.4 Principle of Furniture and Fittings, Manufacturing and Installation
- Unit 4.5 Display Correct Understanding of Work Task and Objective
- Unit 4.6 Keeping Work Area Clean and Reporting Procedure in Deviations
- Unit 4.7 Quality Standards for Assigned Work Task and Objective
- Unit 4.8 Reporting Procedures in Case of Deviations
- Unit 4.9 Importance and Need of Supporting Co-workers Facing Problems
- Unit 4.10 Types of People that one is required to Communicate
- Unit 4.11 Various Components of Communication Cycle
- Unit 4.12 Importance of Active Listening
- Unit 4.13 Importance of Discipline and Ethics
- Unit 4.14 Disciplined Behaviour for a Working Professional
- Unit 4.15 Addressing Grievances Appropriately
- Unit 4.16 Managing Interpersonal Conflict Effectively



## Key Learning Outcomes | 💆



After attending the session, trainees will be able to:

- 1. Interpret the importance of working effectively with others to achieve organization's goals
- 2. Illustrate the importance of effective communication and establishing good working relationships with other
- 3. Assess own role and responsibilities
- 4. Comply with the principle of furniture and fittings manufacturing and installation
- 5. Interpret the importance of having the correct understanding of work task and objective
- 6. Demonstrate how to keep the work area clean and tidy and its importance
- 7. Apply quality standards for assigned work task and objective
- 8. Practise reporting procedure in case of deviations
- 9. Explain the importance and need of supporting co-workers facing problems for smooth functioning of
- 10. Recognise the different types of people that one is required to communicate and coordinate within the organization
- 11. Identify the various components of communication cycle
- 12. Explain the importance of active listening
- 13. Relate the importance of discipline and ethics with professional success
- 14. Describe what constitutes disciplined behaviour for a working professional
- 15. Explain the method of expressing and addressing grievances appropriately and effectively
- 16. Recall the importance and ways of managing interpersonal conflict effectively

## Unit 4.1: Work Effectively with Others to Achieve Goals

# Unit Objectives 6



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

- Discuss how to seek assistance from supervisor or any such appropriate authority as and when required
- Demonstrate how to follow organizational policies and procedure

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Notes



This is session of the program will teach us the importance of communicating effectively and working with others in a professional relationship at the workplace.

#### Ask



Ask the participants the following questions:

Have you ever tried explaining something to your friend or family member and failed in doing so? What do you think could have been the reason?

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

#### Elaborate



In this session, we will discuss the following points:

- Components of effective communication
- How to communicate effectively with clients
- Importance of establishing good working relationships with others
- Seeking assistance from supervisor or any such appropriate authority as and when required
- Following organizational policies and procedures



Let us now play a game, to understand the importance of communicating and working effectively with others.



Make the students play a game. Divide the class into two teams. Ask a member from one team to think of a popular tune and tap the tune on the table. The other team has to guess the song. Keep a tab on how many times the tunes got identified correctly. Explain, at the end of the game, why most of the tunes could not be guessed correctly, based on the principles of Effective Communication.

Activity	Duration (in mins)	Resources Used
Identify the Tune	30 mins (maximum)	Pen, notebook, participant handbook, writing pad, whiteboard / flipchart, marker, etc.

## Say



Did you enjoy the game? Well, let us now watch few videos on effective communication to understand the concept better.

## Activity



Show the class few videos on the topic, from your laptop. The sample links are:

- https://www.youtube.com/watch?v=yWAvzBo2Y6U (3 Tips for Effective Communication)
- https://www.youtube.com/watch?v=VczVqHJW0gg (Extraordinary Communication Skills)

Activity	Duration (in mins)	Resources Used
Watch and Learn	30 (maximum)	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, etc.

## Do



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.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

## Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.



- Share a copy of policies and procedures of your own organisation
- Share how workers in your organisation work effectively aligned to these policies and procedures
- Ensure every student is participating in class

## Unit 4.2: Effective Communication and Establishing Good Relationships

## Unit Objectives 6



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

- Explain the importance of establishing good working relationships
- Demonstrate how to communicate effectively with clients
- Identify the components of effective communication

#### Resources to be Used



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

#### - Notes



This is session of the program will help us to understand the safe working practices for cleaning.



Ask the participants the following questions:

- Is it necessary to have a transparent communication with people around you?
- Do you know there are different kinds of communication process?
- Can you name one of those?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Components of effective communication
- Importance of establishing good working relationship



Let us now participate in an activity to understand the concept of effective communication better.



- Ask all trainees to sit in a circle
- Demonstrate the rules of this activity in front of the class
- Tell them that when the game starts, no less or more than four people will stand at the same time in the room, however one individual can only stand for maximum 10 seconds and needs to be replaced immediately by someone else
- All communication during the game for sitting and standing should be non-verbal
- Keep a big stopwatch in class so that everyone can see when 10 seconds are getting over
- Conduct the game without any bias
- Appreciate trainees for their performances

Activity	Duration (in mins)	Resources Used
Four at a game	15	Participant handbook, writing pad, pen, stopwatch

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea of effective communication really well.

#### Do



- Define the components of effective communication in details
- Make sure students understand the significance of establishing good working relationships

## Unit 4.3: Own Role and Responsibilities

# Unit Objectives 6

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

• List one's own role and responsibilities

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This is the twentieth session of the program that will help us to understand the safe working practices for cleaning.

#### Ask



Ask the participants the following questions:

- Do you think of yourself as a responsible person?
- Can you tell the class any incident to support your answer?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

• Understanding own role and responsibilities

## Say



Let us now participate in an activity to understand the concept of effective communication better.



- Ask each participant to write theory own strength, weakness, possible future opportunities and threats in their notebook
- Ask them to finish off writing with 15-20 minutes
- Ask for volunteers in class and ask them to read out their papers
- Encourage a discussion session taking cues from trainees
- Suggest them how they can improve themselves in life and take their own responsibilities
- Appreciate the class for their participation

Activity	Duration (in mins)	Resources Used
Finding own strength and weakness	15-20	Participant handbook, writing pad, pen, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Explain the importance of being self-aware
- Share your own strength and weakness with students
- Tell them how it has helped you in professional life



- Ask all the students to submit their papers to you
- Check their papers and give your review
- Share your views the next day

# Unit 4.4: Principle of Furniture and Fittings, Manufacturing and Installation

# - Unit Objectives



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

• Discuss the principle of furniture and fittings manufacturing and installation

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Notes



This is of the program will teach us the principle of furniture and fittings for manufacturing and installation.

#### Ask



Ask the participants the following questions:

- Do you think every industry has some core principles on its own?
- Can you name some of the principles you will follow when you will start working as an Assembler? Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate



In this session, we will discuss the following points:

- Elements and principles of knowledge in the furniture & fittings industry
- Elements and principles of skills in the furniture & fittings industry
- Elements and principles of behaviour in the furniture & fittings industry

## Say







Arrange the students in a semi-circle and encourage them to start a Group Discussion on: "Principles of the industry include knowledge, skills, understanding of objectives and quality".

Activity	Duration (in mins)	Resources Used
Group Discussion	15 (maximum)	Participant handbook, writing pad, pen, whiteboard, marker, etc.



Did you enjoy this activity? I am sure that all of you have grasped the concept well.



- Take part in the discussion session actively
- Discuss the principles in details
- Share your own inputs



- Ask students whether they have any question
- Address their issues individually
- Talk to them in a calm and composed way

## Unit 4.5: Display Correct Understanding of Work Task and Objective

# - Unit Objectives 🧖



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

- Demonstrate how to seek clarifications on work tasks whenever required
- Evaluate and accurately receive information and instructions from the supervisor

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This is session of the program will help us to understand displaying correct understanding of work task and objectives.

### Ask



Ask the participants the following questions:

- Do you think clarifications from your supervisor are important at work?
- Can you think of any situation that can occur if you do not have accurate information regarding your

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

### Elaborate



In this session, we will discuss the following points:

- Asking questions and seeking clarifications on work tasks
- Receiving information and instructions from the supervisor





- Ask each trainee to write down the necessary questions that an Assembler needs to ask the supervisor
- Give them 10-15 minutes to jot down the points
- Ask them to exchange papers with each other after they have finished writing
- Ask students to think of possible situations that can occur if the Assembler does not have the accurate information, especially the ones written in the paper
- Ask students to perform the second part of the activity based on the information written on the paper they have received from their peers
- Encourage a discussion session and see how trainees have grasped the concept
- Provide necessary guidance as required

Activity	Duration (in mins)	Resources Used
Jot down and discuss	30	Participant handbook, writing pad, pen, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

## Do 🗸

- Check and evaluate the outcome of the task on completion
- Ensure participation by all students
- Observe the sequence of steps and provide suggestions, as each group works on the task
- Stop a student / group if you observe a wrong step and rectify by providing a correct inpu



- Ask questions from the Participant Manual
- Ensure students are being able to answer the questions
- Ask them to seek clarifications if necessary

## Unit 4.6: Keeping Work Area Clean and Reporting Procedure in Deviations

# Unit Objectives 6



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

Demonstrate how to keep work area in a tidy and organized

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This is session of the program will teach us the importance of keeping the work area clean and reporting procedure in deviations.

#### Ask



Ask the participants the following questions:

- Why do you think it is essential to clean your work area after work?
- What could happen if you do not?
- If you find that some principles are being deviated from at work, what actions would you take? Give

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

#### Elaborate



In this session, we will discuss the following points:

- Keeping work area in a tidy and organized state
- Identifying and reporting any possible deviations to appropriate authority
- Addressing the problems effectively and reporting if required to immediate supervisor appropriately







Divide the class into few groups (of 2-3 members each), depending on the batch strength. Ask each group to share how Assemblers should keep the work area in a tidy and organized state and how and who should deviations be reported to.

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

## Say



Did you find this fruitful? I am sure that all of you have grasped the concept well.

#### Do



- Ask a student to summerise the class discussion afterwards
- Ask others if they have any confusion
- Ensure they understand the importance of clean and tidy work place



- Share pictures of your own work area
- Tell them how you keep it clean and tidy

## Unit 4.7: Quality Standards for Assigned Work Task and Objective

# Unit Objectives 6



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

- Discuss how to seek and obtain clarifications on policies and procedures
- Explain how to adhere to me lines and quality standards
- Identify methods to share information with team

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This is session of the program will help us to understand displaying correct understanding of work task and objectives.



Ask the participants the following questions:

- How much do you think quality of work matters for an Assembler?
- Do you think maintaining timeline should be mandatory for Assemblers?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### - Elaborate



In this session, we will discuss the following points:

- Seeking and obtaining clarifications on policies and procedures
- Adhering to timelines and quality standards
- Sharing information with team wherever and whenever required





- Ask students to sit in a circle
- Encourage a discussion session on the consequences of not adhering to timelines and quality standards
- Tell them incidents from your own life and how timelines and quality standards can be crucial for one's future career
- Give your own input as required
- Ensure that each trainee participates in the discussion session
- Appreciate students for their performance

Activity	Duration (in mins)	Resources Used
Discussion session	30	Participant handbook, writing pad, pen, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Check and evaluate the outcome of the task on completion
- Ensure participation by all students



- Share how you have improved quality of your work throughout the years
- Tell them why following timeline is necessary

## Unit 4.8: Reporting Procedures in Case of Deviations

# Unit Objectives 6



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

- Identify and report any possible deviations to appropriate authority
- Illustrate how to address the problems effectively and report, if required

# Resources to be Used 6



Participant handbook, pen, writing pad, whiteboard, marker

#### Notes



This session of the program will help us to understand displaying reporting procedure in case of deviations.



Ask the participants the following questions:

What do you think you should do if one of your colleague's works are not up to the mark? Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

### Elaborate



In this session, we will discuss the following points:

- Identifying and reporting possible deviations
- Addressing problems effectively and report





- Give the class the following case study:
  - o Suppose you have found out some deviations in quality standards in your team member's work. Now it is your responsibility to report it immediately to the supervisor so that it can be rectified as soon as possible.
- Ask for three-four volunteers from class
- Ask them to come at the front and tell the class how they can address this problem if it happens to them
- · Ask also to suggest what should be done in this situation to satisfy the client
- · Provide appropriate guidance to students during the activity as required
- Appreciate the volunteers for their ideas and performance

Activity	Duration (in mins)	Resources Used
Practice session	30	Participant handbook, writing pad, pen, marker

## Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Guide students throughout the practice session
- Share how you tend to address these issues in your professional life



- Ask everyone individually whether they have any question
- Answer their queries one by one

## Unit 4.9: Importance and Need of Supporting Co-workers Facing **Problems**

# Unit Objectives 6



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

Evaluate the importance and need of supporting co-workers facing problem

## Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This session of the program will teach us the importance of supporting co-workers in problems and the different types of people one needs to communicate and coordinate with in an organization.



Ask the participants the following questions:

- On coming to work, you observe that your colleague looks depressed and very worried. What would you do? Would you ignore him / her and go about with your own work?
- Would you communicate with your supervisor and your colleague in the same tone? Why?

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

#### Elaborate



In this session, we will discuss the following points:

- Evaluating the importance and need of supporting co-workers facing problems for smooth functioning
- Coordinating and cooperating with colleagues to achieve work objective





Select few volunteers from the class. Ask them to perform a Role Play, enacting a situation, where an Assembler is stuck up in a problem with his project and another colleague rushes to rescue him / her. The supervisor appreciates the person who helps and supports the colleague. The Assembler thanks the supervisor for the appreciation and explains why it was important to help the colleague out.

The remaining students shall watch carefully and note important observations in their notebooks

Activity	Duration (in mins)	Resources Used
Role Play	30 (maximum)	Participant handbook, pen, small writing pad, etc.

## Say



Did you find this fruitful? I am sure that all of you have grasped the concept well.

#### Do



- Take part in the role play actively
- Ensure that every student is interested in the activity



- Share your own experience in the class
- Share how your seniors have helped you while working

## Unit 4.10: Types of People that one is required to Communicate

# Unit Objectives 6



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

- Apply instructions clearly from superiors and respond effectively
- Discuss how to work together with co-workers in a synchronized manner
- Demonstrate how to communicate with others clearly

### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker, chair, table, bench

#### - Notes



This session of the program will help us to understand the kinds of people for communication at work.



Ask the participants the following questions:

- Do you have any experience of working in a team?
- If you have any such experience, can you share it with the class?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Receiving instructions from superiors and respond
- Working together with co-workers
- Communicating with others clearly

## Sav





- Announce in class that it will be a group activity
- Divide the students in three or four groups
- Demonstrate the rules of the game in class
- Explain that one from each group will be blindfolded and that person needs to reach from one point to another through the obstacle course on the basis of other team members' instructions
- Ask students to help you to make the obstacle course in class with chair, bench, table etc.
- Conduct the game without any bias

Activity	Duration (in mins)	Resources Used
Team building game	1	Participant Handbook, Writing Pad, Pen, Marker, chair, table, bench

# Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Tell the class how the activity will help them to build team
- Ensure they understand the importance of communicating with colleagues



- Guide students throughout the activity
- Appreciate everyone for their performance

# Unit 4.11: Various Components of Communication Cycle

# Unit Objectives 6



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

Identify and analyse the various components of the communication cycle

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### - Notes



This session of the program will teach us the elements of the Communication Cycle, Active Listening, disciplined behaviour and ethics for professional success.

#### Ask



Ask the participants the following questions:

- Why do you think "Active Listening Skills" are essential in a workshop?
- Why do you think discipline and ethics are important to achieve professional success?

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

#### Elaborate



In this session, we will discuss the following points:

- **Definition of Communication Cycle**
- Various components of the Communication Cycle

# Sav



Let us now participate in an activity, to grasp the concept better.



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
Tell a Tale	30 (maximum)	Pen, notebook, writing pad, etc.

# Say



Did you enjoy the activity? I am sure that all of you have grasped the concept well. Let us now participate in another activity to understand the importance of discipline and ethics in professional success.

# - Activity



Divide the class into few groups (of 2-3 members each), depending on the batch strength. Ask each group to share how the various components of disciplined behavious and ethics help in professional success.

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

# Say



Did you find this fruitful? I am sure that all of you have grasped the concept well.

#### Do



- Explain the importance of communication cycle
- Share how improving communication cycle can improve overall working experience



- Ask the participants if they have any questions.
- Encourage other participants to answer it and encourage peer learning in the class.
- Answer all the doubts in case any to the participants

# Unit 4.12: Importance of Active Listening

# Unit Objectives 6



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

Demonstrate how to display active listening skills at work

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This session of the program will help us to understand the importance of active listening.

#### Ask



Ask the participants the following questions:

- Do you think one should start working without listening to the supervisor?
- Do you think it is necessary to listen to your supervisor?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

## **Elaborate**



In this session, we will discuss the following points:

Display active listening skills while interacting



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



- Ask students to sit in a circle and you join them as well
- Tell a funny phrase to the trainee sitting on your left and ask him/her to pass the phrase by whis-pering it to the next one
- Ask them not to repeat the phrase
- Ask trainees to continue the process until it again reaches you
- Ask the last person to say it loudly and see how it has changed while passing
- Repeat this process two/three times and see how funny the phrase can turn into

Activity	Duration (in mins)	Resources Used
Whispering game	15	Participant handbook, writing pad, pen

# Say



Did you enjoy this activity? I am sure that all of you have understood the idea really well.

#### Do



- Take part in the activity
- Build a collaborative environment in class
- Include fun elements in the activity



- Ensure students are also listening to you actively
- Tell them why is it important to listen to your superiors and peers actively

# Unit 4.13: Importance of Discipline and Ethics

# Unit Objectives 6



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

Appraise the importance of discipline and ethics in professional success

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This is the twentieth session of the program that will help us to understand the importance of discipline and ethics.

## Ask



Ask the participants the following questions:

- Do you think ethics is important in daily life?
- Do you think of yourself as disciplined?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### **Elaborate**



In this session, we will discuss the following points:

Appraise the importance of discipline and ethics in professional success

## Sav



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



- Give the following case study in class
  - o Suppose you are working as an Assembler. One day, you have found out that your supervisor is stealing money from the owner of your organisation. Initially you did not want to believe it but later you have found out some discrepancies in the logbook. What should you do in this situation? Should be ethical towards your company or favour your supervisor?
- Ask for volunteers in class
- Ask the volunteers to come in front of class and answer the questions
- Encourage a discussion session taking the cues from your trainees' answers

Activity	Duration (in mins)	Resources Used
Case study		Participant handbook, writing pad, pen, whiteboard, marker



Did you enjoy this activity? I am sure that all of you have understood the idea really well.



- Explain the importance of professional ethics
- Discuss how ethical practice can be beneficial
- Discuss the importance of discipline

# Unit 4.14: Disciplined Behaviour for a Working Professional

# Unit Objectives 6



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

- Display courteous behaviour, respect and politeness at work
- Practise how to respond politely to customer and team queries
- Recognise the dress code at work place

#### Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

# - Notes



This is session of the program that will help us to understand the importance of discipline and ethics.

# Ask



Ask the participants the following questions:

- Do you think discipline is important in professional life?
- Do you think of yourself as disciplined?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Display courteous behaviour at all times
- Demonstrate responsible and disciplined behaviour
- Show respect to others and their work
- Respond politely to customer queries
- Follow dress code at work place



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



- Give the following case study in class
  - o Suppose you are working as an Assembler in a senior position and there are four more assemblers working under your supervision. When you have reviewed their performance, two of them are continuously late for work and do not talk politely to customers. One of them is also ignorant towards showing respect to other co-workers. What are the suggestions that you will give each one of them?
- Ask for volunteers in class
- Ask the volunteers to come in front of class and answer the questions
- Encourage a discussion session taking the cues from your trainees' answers

Activity	Duration (in mins)	Resources Used
Practice session based on case study	45	Participant handbook, writing pad, pen, whiteboard, marker

# Say



Did you enjoy this activity? I am sure that all of you have understood the idea of workplace discipline really well.

#### Do



- Explain the importance of workplace discipline
- Discuss the reasons for following wrkplace dicipline



- Share your own experience in class
- Ask students if anyone wants to share anything
- Encourage a discussion session with the inputs

# Unit 4.15: Addressing Grievances Appropriately

# Unit Objectives 6



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

- Explain the meaning of Grievance
- Explain the importance of following the escalation matrix in case of any grievance

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### Notes



This session of the program will teach us the importance of addressing grievances.



Ask the participants the following questions:

- Why do you think "Active Listening Skills" are essential in a workshop?
- What qualities help an Assembler in understanding supervisor's instructions clearly?

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

#### Elaborate



In this session, we will discuss the following points:

- **Definition of Communication Cycle**
- Various components of the Communication Cycle
- Displaying active listening skills while interacting with others at work
- Importance of discipline and ethics for professional success
- Displaying courteous behaviour at all times
- Demonstrating responsible and disciplined behaviours at the workplace
- Showing respect to others and their work
- Responding politely to customer queries and other team members
- Following dress code at work place





Let us now participate in an activity, to grasp the concept better.

# **Activity**



Select few volunteers from the class. Ask them to perform a Role Play, enacting a situation, where an Assembler has entered a conflict with another colleague and is dissatisfied with how the supervisor has resolved the situation, against his favour. The Assembler is grieved and bears grudge against the colleague and the supervisor. The supervisor understands the situation and asks the Assembler to meet him to address his grievances.

The remaining students shall watch carefully and note important observations in their notebooks.

Activity	Duration (in mins)	Resources Used
Role Play	30 (maximum)	Participant handbook, pen, small writing pad, etc.

# Say



Did you find this fruitful? I am sure that all of you have grasped the concept well.

#### Do



- Guide students throughout the role play activity
- Share your own thoughts and ideas
- Ensure that the classroom ambiance is positive and constructive .



- Explain how escalation matrix can be helpful for Assemblers
- Ask if anyone wants to share their own input
- Value everyone's contribution

# Unit 4.16: Managing Interpersonal Conflict Effectively

# - Unit Objectives 🏻 🏻



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

Discuss how to manage interpersonal conflict

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, marker

#### **Notes**



This is session of the program that will help us to understand the importance of discipline and ethics.

#### Ask



Ask the participants the following questions:

- Do you think conflict is quite common within a professional workplace?
- Do you think you will react ethically during such conflict situation?

Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### **Elaborate**



In this session, we will discuss the following points:

How to manage interpersonal conflict



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



- Give the following case study in class
  - o Suppose you are working as an Assembler. You are now having problems with one of your coworker regarding an on-going project. It is quite difficult for both of you to agree on a single thing. How will you manage this conflict situation?
- Ask for volunteers in class
- Ask the volunteers to come in front of class and answer the questions
- Encourage a discussion session taking the cues from your trainees' answers

Activity	Duration (in mins)	Resources Used
Case study	30	Participant handbook, writing pad, pen, whiteboard, marker

# Say



Did you enjoy this activity? I am sure that all of you have understood the idea of managing conflict really well.

#### Do



- Ask students if they have faced any conflict situation lately
- Ask them to share their experience, if any
- Tell them how they can improve the situation with effective conflict management



- Encourage students to ask questions in class
- Ensure you value everyone's input in class











# 5. Assist Lead Technician in WorkProcess -Wooden/ AluminiumDoors and Windows

- Unit 5.1 Various Types of Windows/Doors and Techniques used in Installation
- Unit 5.2 Assembling and Dismantling Procedure
- Unit 5.3 Types of Defects and Troubleshooting Common Errors
- Unit 5.4 Standard Operating Procedures (for Wooden / Aluminium Doors / Windows)



# Key Learning Outcomes 💆



After attending the session, trainees will be able to:

- 1. Identify the various types of doors/windows and installation techniques
- 2. Demonstrate the assembling and dismantling of components for different products
- 3. Identify the defects and troubleshooting errors
- 4. Recognise alignment, strength of material and proper setting of doors/windows
- 5. Recognise the standard operating procedures for wooden / aluminium doors and windows

# Unit 5.1: Various Types of Windows/Doors and Techniques used in Installation

# Unit Objectives 6



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

- Categorize various types of doors and windows
- Demonstrate installation techniques for doors and windows

## Resources to be Used



Participant handbook, blueprint, sketches, marking tools, measuring tools, cutting tools, testing tools and polishing tools

#### Notes



This is session of the program will teach us about the various types of windows / doors and the techniques used in installing them.

#### Ask



Ask the participants the following questions:

- How many types of doors and windows can you name?
- How will you distinguish between them?

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

#### Elaborate



In this session, we will discuss the following points:

- Various types of doors and their features
- Installing a basic door
- Various types of windows and their features
- Installing a basic window



In order to get a clearer understanding on the topic, let us participate in an activity.



Take the students to the laboratory. Divide the students into five groups. Ask the groups to work on the following:

#### Door

Group - 1: Taking appropriate measurements for the installation of a basic door

Group - 2: Marking accurately for the installation of a basic door

Group - 3: Installing a basic door

Group - 4: Polishing and finishing the door thus installed

**Group - 5:** Checking for apparent defects and discrepancies

#### Window

Group - 1: Taking appropriate measurements for the installation of a basic window

Group - 2: Marking accurately for the installation of a basic window

Group - 3: Installing a basic window

Group - 4: Polishing and finishing the window thus installed

**Group - 5:** Checking for apparent defects and discrepancies

Activity	Duration (in mins)	Resources Used
Laboratory Visit	720 (maximum; extended over 3 days)	Participant handbook, blueprint, sketches, marking tools, measuring tools, cutting tools, testing tools and polishing tools

# Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- Ensure participation by all students.
- Observe the sequence of steps and provide suggestions, as each group works on the task.
- Stop a student / group if you observe a wrong step and rectify by providing correct input.
- Jot down important observations and points while the students work on the task.
- Share your inputs with the groups
- Demonstrate the entire process, if required.



- Encourage peer-learning in class
- Ask students to help each other
- Explain how it can improve their team building skills as well .

# Unit 5.2: Assembling and Dismantling Procedure

# – Unit Objectives 🏻 🧐

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

• Demonstrate the assembling and dismantling procedures of components for different products

# Resources to be Used



Participant handbook, square glass, marking tools, measuring tools, cutting tools, butt hinge, straight sliding bolt, fastening tools

#### Notes



This session of the program will teach us about the various assembling and dismantling procedure of components for different products.

#### - Ask



Ask the participants the following questions:

- How many components of doors and windows can you name?
- Can you name some of the tools that you need to assemble a window?

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

#### Elaborate



In this session, we will discuss the following points:

- Assembling and dismantling procedure of components for different products
- Tools required in the processes

## Say



Let us now participate in an activity, to grasp the concept better.



On reaching the laboratory, divide the students into 4 groups. Ask the students to install a Flap Hinge, Mortise Lock and AL Drop on a door. Provide the requisite kits and tools for measuring, marking, placement and fastening. The task must be divided in the following manner:

Measuring operations: Group 1
 Marking operations: Group 2
 Placement operations: Group 3
 Fastening operations: Group 4

Activity	Duration (in mins)	Resources Used
Laboratory Visit	240 (maximum; extended over 2 days)	Participant handbook, square glass, marking tools, measuring tools, cutting tools, butt hinge, straight sliding bolt, fastening tools

# Say



Did you enjoy this activity? I am sure that all of you have understood these operations really well.

#### Do



- · Evaluate the performance minutely
- Make sure every student is participating in the activity
- Ensure students understand the functions and usage of the tools properly



- · Explain the importance of these procedures
- Encourage students to ask questions
- Demonstrate the procedures again, if required

# Unit 5.3: Types of Defects and Troubleshooting Common Errors

# Unit Objectives 6



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

Identify various types of defects and errors in assembling wooden / aluminium doors and windows

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This session of the program will give us a brief introduction to the various types of defects and errors in assembling and installing doors and windows, as well as their causes, remedies and troubleshooting.

#### Ask



Ask the participants the following questions:

- What kind of defects can you find in aluminium doors and windows?
- Have you ever seen "warping" in doors / windows?
- Why do metals expand in heat?

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

#### Elaborate



In this session, we will discuss the following points:

- Various types of defects and troubleshooting common errors
- Methods to identify such Defects and Errors
- Ways of repairing the defects



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



- Divide the entire class in three groups
- Make small chits containing the names of defects that one can find in doors or windows
- Ask each group to read out their chosen errors
- Provide those defective samples to each group (Wrapping in wooden door, Thermal expansion in Aluminium window and Corrosion in Aluminium door)
- Ask each group to repair the given samples within the given timeframe
- Guide them throughout the process
- Check how trainees work after they have finished and demonstrate steps again as necessary

Activity	Duration (in mins)	Resources Used
Repair the Defects	10	Participant handbook, square glass, marking tools, measuring tools, cutting tools, butt hinge, straight sliding bolt, fastening tools

# Say



Did you enjoy this activity? I am sure that all of you have understood the operations quite well.

#### Do



- Ask students to study the chapter for some time
- Ask questions to check their understanding
- Ensure you are guiding them throughout.

# Unit 5.4: Standard Operating Procedures (for Wooden / Aluminium Doors / Windows)

# Unit Objectives 6



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

Identify the Standard Operating Procedures for installation cycle

# Resources to be Used



Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

#### **Notes**



This session of the program will help us in learning about the standard operating procedures and documentation essential for Assemblers regarding wooden and aluminium doors and windows.

#### Ask



Ask the participants the following questions:

• Why are Standard Operating Procedures required for wooden and aluminium doors and windows? Write down the participants' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate



In this session, we will discuss the following points:

- Pre-installation care SOPs
- Installation SOPs
- Post-installation care & maintenance SOPs

- Announce in class that this is going to be a group activity
- Allot each group a type of SOP (pre-installation, installation and post-installation)
- Ask each group to jot down the known SOPs for each of their allotted types
- Ask for a volunteer from each group and ask him to read out their written SOPs
- Encourage a discussion session while trainees read out their papers
- Ask whether they have understood the importance of abiding by these SOPs
- Guide them and discuss the SOPs again if necessary
- Appreciate the best performing group

Activity	Duration (in mins)	Resources Used
Practice Session	1	Participant handbook, notebook, pen, whiteboard, marker

# Say



Did you enjoy this activity? I am sure that all of you have grasped the concept well.

#### Do



- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.



- Ask students to answer the questions in the participant handbook
- · Correct them if they are wrong
- Encourage students to ask questions in class











# 6. Employability & Entrepreneurship Skills

Unit 6.1 – Personal Strengths & Value Systems Unit

Unit 6.2 – Digital Literacy: A Recap

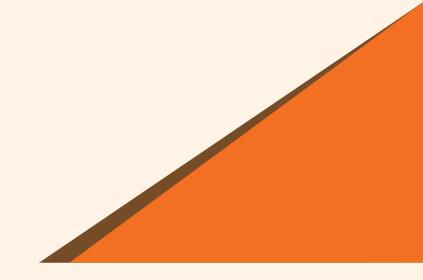
Unit 6.3 - Money Matters

Unit 6.4 – Preparing for Employment & Self Employment

Unit 6.5 – Understanding Entrepreneurship

Unit 6.6 – 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 6.1: Personal Strengths & Value Systems Unit

# **Key Learning Outcomes**



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

- 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 6.1.1: Health, Habits, Hygiene: What is Health?

# Unit Objectives | ©



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

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

## Resources to be Used



Participant Handbook

#### - Ask



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

## Sav



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

#### Ask



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



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

## Do



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



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



• Health Standard Checklist from the Participant Handbook.

#### Ask



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

#### Say



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

#### Do



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

#### Summarize \ \( \beta \)



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

#### Ask



#### **Discuss:**

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

## Say



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

## **Activity**



• Health Standard Checklist: Hygiene

## Say



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

# Do



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

## Ask



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

## Summarize



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

#### Ask



What is a habit?

#### Sav



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

## Summarize \2



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

# Unit 6.1.2: Safety

# Unit Objectives | @



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

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

#### Resources to be Used



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



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

# Team Activity



#### **Safety Hazards**

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

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

#### Ask



How could you or your employees get hurt at work?

# Say



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

#### Do



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

# Say



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

# Do



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

#### Ask



#### **De-briefing**

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

## Summarize 🔎



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

# Unit 6.1.3: Self Analysis – Attitude, Achievement Motivation: What is Self Analysis?

# Unit Objectives | @



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

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

## Resources to be Used



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

# Activity | 199



This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

#### Do



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

#### Say



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

# Team Activity



#### **Tower building**

Each group which will create tower using the old newspapers.

## Do



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

### Ask



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



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

### Ask



• Is your attitude positive or negative?

### Say



• Let me tell you a story:

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

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

### Ask



What did you learn from this story?

### Activity |



What Motivates You? from the Participant Handbook.

## Do



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



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

# Summarize 📜



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

## Unit 6.1.4: Honesty & Work Ethics

## Unit Objectives | @



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

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

### Resources to be Used



Participant Handbook

### Ask



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

### Say



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

### Do



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

### Team Activity



#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

#### Scenario 4

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

### Say



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

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

## Summarize \( \beta \)



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

## Unit 6.1.5: Creativity and Innovation

## Unit Objectives | @



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

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

### Resources to be Used



- Participant Handbook
- Chart papers and marker pens

### Ask



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



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

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

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

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

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

#### Looms for physically challenged

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

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

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

### - Ask |



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

## Sav



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

## Team Activity



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

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

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

## Do



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

## Summarize \( \beta \)



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

## Notes for Facilitation



• Source for stories on innovations:

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

## Unit 6.1.6: Time Management

## - Unit Objectives



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

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

### Resources to be Used



Participant Handbook

### Ask



#### Does this sound like you?

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

## Example 🗣



• Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

#### Ask



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

## Activity |



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

### Sav



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

### Ask



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

## Say



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

## Activity



#### **Effective Time Management**

• This activity has two parts:

#### PART 1

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

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

#### PART 2

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

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

#### Category 2: Not Urgent/Important

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

#### Category 3: Urgent/Not Important

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

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

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

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

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

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

#### **URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

#### **NOT URGENT/ IMPORTANT**

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

1

3

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

#### **URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT** 

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

URGENT/ IMPORTANT

1 2

3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

# Do 🗸

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

### Say



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

How can we balance tasks between the four categories?

How to manage time through this grid?

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

### Summarize



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

### **Notes for Facilitation**



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

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

## Unit 6.1.7: Anger Management

## Unit Objectives | @



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

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

### Resources to be Used



Participant Handbook

### Ask



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



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

### Do



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

## - Activity



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

#### Ask



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

### Say



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

### Do



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

## Activity 2



Trigger points and Anger Management Techniques Activity

#### **Anger Triggers**

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

#### Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

## Say



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

## Do



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

### Ask



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

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

## Summarize | 2



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

## - Notes for Facilitation



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

## Unit 6.1.8: Stress management: What is stress?

## Unit Objectives | ©



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

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

### -Resources to be Used



Participant Handbook

### Ask



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

### Sav



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

### Ask



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

## Say



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

### · Do



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

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

### Team Activity 👯



#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

#### Scenario 4

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

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

### Ask



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

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

## Say



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

### Do



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

### Say



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

#### De-brief:

#### Scenario 1

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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

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

### Do



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

#### Scenario 5

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

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

## Say



#### De-brief:

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

# Summarize **E**

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

## - Notes for Facilitation 🗐



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

Notes			



## Unit 6.2: Digital Literacy: A Recap

## **Key Learning Outcomes**



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

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

# Unit 6.2.1: Computer and Internet Basics: Basic Parts of a Computer

## Unit Objectives | @



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

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

### Resources to be Used



- Participant Handbook
- Computer Systems with the required applications

### Say



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

## **Explain**



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

## Ask



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

### Say



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

## Summarize |



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

# Practical |

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

# Do 🗸

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

### Unit 6.2.2: MS Office and Email: About MS Office

## **Unit Objectives**



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

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

#### Resources to be Used



- Participant Handbook
- Computer Systems with MS Office

### Ask



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

### Say



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

## -Explain



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

#### Ask



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

#### Say



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

# Do

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

# Demonstrate |

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

## -Practical 🞇



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

## –Summarize |



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

#### Unit 6.2.3: E-Commerce

## -Unit Objectives 🏻 🎯



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

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

### Resources to be Used 🕼



- Computer System with internet connection
- Participant Handbook

### -Ask



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

## Say



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

### -Ask



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



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

## **Team Activity**



#### **E-commerce examples**

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

## Say



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

## -Do



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

### Say



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

### -Explain



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

### Say



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

## -Role Play



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

#### Ask



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



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

## Do



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

### -Ask



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



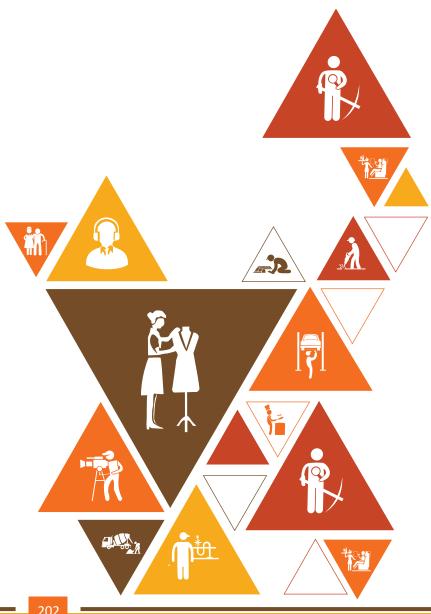
- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
  - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
  - With digital payment modes, you can pay from anywhere anytime.
  - Digital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

## Summarize |



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

Notes	



## Unit 6.3: Money Matters

## **Key Learning Outcomes**



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

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

## Unit 6.3.1: Personal Finance - Why to Save?

## -Unit Objectives



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

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

### Resources to be Used



Participant Handbook

### Ask



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

## -Example



· Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

### Ask



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

## Say



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

### -Ask



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

# Say



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

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

### Ask



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

# Say



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

## Team Activity



#### Personal Finance-Why to save

• This activity has two parts:

#### PART 1

#### **WAYS TO SAVE MONEY**

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

#### PART 2

#### **HOW WILL YOU USE THE MONEY**

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

# Do



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

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

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

# Say



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

# –Summarize



### You can summarize the session by discussing:

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

# Unit 6.3.2: Types of Bank Accounts, Opening a Bank Account

# -Unit Objectives



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

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

### Resources to be Used



- · Account opening sample forms
- Participant Handbook

### Ask



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

# -Example



• Let's look at the given example:

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

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

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

# -Ask



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

### Say



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

## **Ask**



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

# Say



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

## Team Activity 💃



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

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

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

# -Say



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

### -Ask



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

# Say



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

# Team Activity



### **Opening a Bank Account**

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

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

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

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

#### How did you design the form?

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

# Do

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

No. of Dependents

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
SAVIN	G BANK ACCOUNT OPENING FOI	RM
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 Village / To	wn
Applicant Details:		
Full Name Mr./Mrs./Ms. First	Middle	Last Name
Marital Status		
Name of Spouse/Father		
Name of Mother		
Address		
Pin Code		
Tel No. Mobile		Date of Birth
Aadhaar No.	P	an No.
MNREGA Job Card No.		
Occupation/Profession		
Annual Income		

account of the count of the cou	draft aft nt for m membe he term	Any other  es, No. of A/cs  ter satisfactory operation of manager from the household will be and conditions stipulated be that the information provide to the terms and condition and have understood the same of an force from time to time. facility from any other bank.
an Overone only one oide by the true and true and ditions as	draft aft nt for m membe he term	er satisfactory operation of m neeting my emergency/ familer from the household will be and conditions stipulated be that the information provide the that the information provide that the information provide the information that the
an Overone only one oide by the true and true and ditions as	I declared to me a s may b	er from the household will be and conditions stipulated be that the information provided. The terms and conditioned have understood the same be in force from time to time. facility from any other bank.
an Overony account only one bide by the bi	I declared to me a s may b	er from the household will be and conditions stipulated be that the information provided. The terms and conditioned have understood the same be in force from time to time. facility from any other bank.
account of the count of the cou	I declared to me a s may b	er from the household will be and conditions stipulated be that the information provided. The terms and conditioned have understood the same be in force from time to time. facility from any other bank.
true and xplained to ditions as	to me a	t. The terms and condition and have understood the same be in force from time to time. facility from any other bank.
	5	Signature / LTI of Applicant
		X
T Date	a of	Person authorised in case to
Birti case mir	n in e of	receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.
<u></u>		Signature / LTI of Applicant

# Unit 6.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

# -Unit Objectives 🏻 🎯



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

Differentiate between fixed and variable costs

# Resources to be Used



- Participant Handbook
- Blank sheets of paper and pens

## Ask



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

## Say



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

# Team Activity



#### Identify the type of cost

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

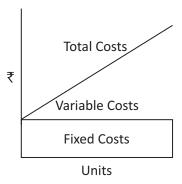
# Do



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



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



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

# Team Activity 🕍



#### Fixed vs. Variable Costs

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

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

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



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

# -Summarize 📜



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

# Notes for Facilitation



Answers for the activity - Identify the type of cost

(Fixed) 1. Rent

Telephone bill (Fixed) 2.

3. Electricity bill (Fixed)

(Fixed) 4. Machinery

Insurance (Fixed)

6. Office supplies/Raw materials (Variable)

7. **Employee salaries** (Fixed)

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

9. Credit card fees (Variable)

10. Vendor bills (Variable)

# Unit 6.3.4: Investments, Insurance and Taxes

# -Unit Objectives



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

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

### -Resources to be Used



Participant Handbook

### Ask



- Ask the students- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

# -Example



Let's have a look at a few scenarios.

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

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

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

# Say



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

### Ask



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

## Say



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

## Sav



• 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 6.3.5: Online Banking, NEFT, RTGS, etc.

# -Unit Objectives



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

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

### -Resources to be Used



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

### -Ask



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

### Say



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

# Do 🗸



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



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



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

# Summarize 📜



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

Notes	



# Unit 6.4: Preparing for Employment and Self Employment

# Key Learning Outcomes



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

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

# Unit 6.4.1: 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?



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

# -Activity 1



**Introducing Yourself** 

# ·Do



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

### -Ask



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

# Say



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

# Do



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

# -Activity 2



### Planning the right attire

## Do



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

# Summarize | 📜



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

# Unit 6.4.2: Preparing an Effective Resume: How to Create and **Effective Resume?**

# -Unit Objectives | @



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

Discuss the steps to create an effective Resume

# Resources to be Used



- Participant Handbook
- Blank papers and pens

## Ask



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



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

## Do



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

### Say



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



### **Case Study Analysis**

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

#### **Candidate Details**

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

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

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

#### **Job Posting**

\* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

#### THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

### Say



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

# Do



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

### Summarize \ \( \beta \)



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

### Notes for Facilitation



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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

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

#### **Professional strengths:**

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

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

### **Educational background:**

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

### **Professional internships:**

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

### **Volunteer Work:**

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

### Unit 6.4.3: Interview FAQs

# -Unit Objectives



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

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

# -Resources to be Used 🏻 🔗



Participant Handbook

# Sav



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

# Do



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

# -Role Play 😴



Conduct the role plays for the situations given.

# -Do



#### Situation 1

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

# Say



#### De-brief:

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

# -Do



#### Role Play - Situation 2

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

# Say



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

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

# -Do



#### Role Play – Situation 3

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

## Say



#### De-brief:

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

# Do



### Role Play - Situation 4

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

## Say



#### De-brief:

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

# Do



#### Role Play - Situation 5

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

## Say



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

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



#### Role Play - Situation 6

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

## Say



#### De-brief:

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

## Do



#### Role Play - Situation 7

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

## Say



### De-brief:

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

# Explain



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

# Do |

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



#### **Mock Interview Questions**

**Mock Interview Questions** 

Tell me something about your family.

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

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

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

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

# -Summarize 📜



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

# Unit 6.4.4: Work Readiness – Terms and Terminology

# -Unit Objectives 🏻 🎯



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

Identify basic workplace terminology

# Resources to be Used



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

## -Ask



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



Let's start this unit with an activity.

# Team Activity



#### Workplace terminology

This is a group activity conducted in three parts.

#### Part 1

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

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

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

### Do



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

## Say



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

### Ask



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

# Say



• Let's now continue the activity.

# **Team Activity**



#### **Terms and Terminology**

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

#### Part 2

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

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

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

## -Do



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

# Say



Let's go ahead with the activity.

## **Team Activity**



### **Terms and Terminology**

• The activity continues with the same group members.

#### Part 3

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

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

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

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

# -Summarize 📜



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



# Unit 6.5: 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 6.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/tyoes of enterprises)

# -Unit Objectives 🏻 🎯



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

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

### -Resources to be Used 🎏



Participant Handbook

# Say



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

# -Team Activity 💃



#### **Quiz Questions**

1. Who is the founder of Reliance Industries?

Dhirubhai Ambani

2. Who is the Chairman of Wipro Limited?

Azim Premji

3. Who launched e-commerce website Flipkart?

Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

**Bhavish Aggarwal** 

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

Bhavish Aggarwal

### -Do



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

### Ask



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



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

## ·Summarize 📜



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

## -Notes for Facilitation



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

# Unit 6.5.2: Leadership and Teamwork

# -Unit Objectives



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

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

## -Resources to be Used



- Participant Handbook
- Blank sheets of paper and pens

# Do



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





## Say



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

# Say



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

## Ask



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



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

## -Ask



· Do you consider yourself a team player?

## Team Activity



#### **Long Chain**

• This is a group activity.



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

## Sav



#### De-brief:

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

## Sav



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

## Summarize | 🎏



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

## Unit 6.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

## -Unit Objectives



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

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

## -Resources to be Used 🎏



Participant Handbook

## -Activity 1



#### Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

## Ask



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

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

## Say



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

## Say



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

## Ask



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

## Say



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

### Do



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

## -Activity 2



#### **Riddles:**

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

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

Do they have a 26th of January in England?

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

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

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

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

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

#### **Answers:**

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

### -Ask



#### **De-brief question:**

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

## Say



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

## -Activity 3



#### **Elevator Pitch:**

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

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

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

## Do



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

## -Notes for Facilitation



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

#### **Example:**

Here's how your pitch could come together:

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

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

## Summarize 🔎



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

## Unit 6.5.4: Problem Solving & Negotiation Skills

## **Unit Objectives**



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

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

## Resources to be Used



Participant Handbook

### Ask



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

## Say



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

## -Ask



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

## Say



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

## **Team Activity**



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

## Do



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



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

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

## Ask



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



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

## Ask



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



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

## Summarize | 📜



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

## - Activity



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

## Do



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

#### Ask



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

## Say



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

## Ask



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

## Say



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

## Say



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

## -Role Play



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

## Dο



- 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 atleast 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 6.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

## -Unit Objectives | @



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

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

## Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

## -Ask



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

## Sav



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

#### Do



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

## Activity



#### Do your SWOT analysis

#### Strength

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

#### Opportunity

What trends may positively impact you?

What opportunities are available to you?

#### Weakness

What are your weaknesses?

What do your competitors do better than you?

#### **Threat**

Do you have solid financial support?

What trends may negatively impact you?

## Do



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

### -Ask



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

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

## -Summarize 📜



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

## Unit 6.5.6: Entrepreneurship Support Eco-System

## - Unit Objectives



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

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

## Resources to be Used



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

## Ask



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

### Say



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

## -Ask



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

## Say



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

## Team Activity 💃



Making a poster showing the entrepreneurship support eco-system.

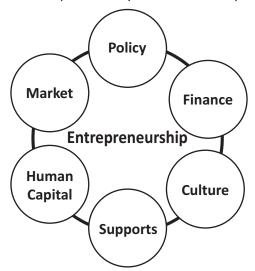
## Do



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

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

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



## -Ask



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



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

## Team Activity



Presentation on key schemes to promote entrepreneurs

## Do



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

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

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

## Summarize



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

## Unit 6.5.7: Risk Appetite & Resilience

## Unit Objectives | ©



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

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

## Resources to be Used



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

### -Ask



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

## -Example



• Let's have a look at these two examples:

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

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

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

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

## Sav



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



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

## Team Activity

#### **Risk Appetite**

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

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

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

## Do



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

#### Ask



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

## Example



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

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

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

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

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

## Say



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

## Team Activity



#### **Entrepreneurship and Resilience**

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

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

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

## 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 6.5.8: Success and Failures

## - Unit Objectives



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

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

### Resources to be Used



Participant Handbook

## Ask



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

## -Example



· Let's have a look at this example.

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

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

## Say



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

#### -Ask



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

## Say



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

## Role Play

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

## Do |



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

#### **Notes for Facilitation**



#### Facilitating Role Plays

#### Preparing for the activity

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

#### Conducting the activity

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

## Summarize



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

Notes	



## Unit 6.6: 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 6.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

## Unit Objectives



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

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

## Resources to be Used



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

### Ask



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

## Example | 😜



• Let's have a look at this example.

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

## Say



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

## Team Activity



#### **Market Study**

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

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

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

## Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Sav



By opening a tuition centre you are offering a service.

## Ask



What factors will you keep in mind before opening it?

## Say



Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

## Sav



Let's learn about the 4Ps of Marketing with the help of an activity.

## Team Activity



#### 4 Ps of Marketing

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

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

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

### Do



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

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

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

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

## Say



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

## Summarize



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

## Unit 6.6.2: business Entity Concepts

## ┌ Unit Objectives 🏻 🎯



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

· Recall basic business terminology

## Resources to be Used



Participant Handbook

## Sav



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

## Activity



The activity is a quiz.

## Do



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

## Summarize | 🗐



Summarize the unit by discussing the key points.

## - Notes for Facilitation



#### **QUESTIONS FOR THE QUIZ**

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

**Debt and Equity** 

## Unit 6.6.3: CRM & Networking

## -Unit Objectives | 🎯



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

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

## Resources to be Used



· Participant Handbook

## Ask



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

### Sav



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

## Do



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

## Team Activity 🙀



#### **Case Study Analysis**

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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



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

## Do



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

## Say



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

## **Activity**



#### **Group Discussion**

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

## Summarize



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

## Unit 6.6.4: Business Plan: Why Set Goals?

## 



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

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

## Resources to be Used



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

### Ask



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



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

## Ask



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

## Do



Ask few participants to share their business ideas.

#### Ask



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

## Sav



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

## Team Activity



#### Writing a business Plan

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

- This activity is divided into two parts:
  - 1. Create a business idea
  - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN	
Executive Summary: What is your Mission Statement?	
Business Description: What is the nature of your business?	
Market Analysis: What is your target market?	
Organization and Management: What is your company's organizational structure?	
Comition on Duradicat Lines, What is the life ocale of community comition?	
Service or Product Line: What is the lifecycle of your product/ service?	
Marketing and Sales: How will you advertise and sell your products?	
marketing and cares from will you duvertise and sen your products.	
Funding Request: How much fund is required and from where?	

## - Say 🔓



- Teams will need to brainstorm for this part of the activity.
- · Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
  - 1. Executive Summary
  - 2. Business Description
  - 3. Market Analysis
  - 4. Organization and Management
  - 5. Service or Product Line
  - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

## Say



- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

## Do



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

### Say



- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

## Summarize



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

## ¬ Notes for Facilitation



• Keep the business plan format ready in a flipchart to display it during the activity.

## Unit 6.6.5: Procedures and Formalities for Bank Finance

## Unit Objectives 🏻 🍪



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

Describe the procedure and formalities for applying for bank finance

## Resources to be Used



- Participant Handbook
- Bank loan/finance form sample

## - Ask



While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

### Say



- · While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - Bootstrapping: Also called self-financing is the easiest way of financing
  - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.
  - Angel investors: Individual or group of investors investing in the company
  - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - Bank loans: The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.



- · Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

## Summarize 📜



- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

## **Notes for Facilitation**



- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- · Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

## CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

- 1. Audited financial statements of the business concern for the last three years
- 2. Provisional financial statements for the half year ended on \_\_\_\_\_\_
- 3. Audited financial statements of associate concern/s for the last three years
- 4. Copy of QIS II for the previous quarter ended on \_\_\_\_\_\_
- 5. Operational details in Annexure I
- 6. CMA data for the last three years, estimates for current year and projection for the next year
- 7. Term loan/DPG requirements in Annexure II
- 8. List of machinery in respect of machinery offered as security in Annexure III
- 9. Additional details for export advances furnished in Annexure IV
- 10. Property statements of all directors/partners/proprietor/guarantors
- 11. Copies of ITAO of the company for the last three years
- 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
- 13. Copies of certificate from banks and financial institutions certifying the latest liability with them
- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

# Unit 6.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

## -Unit Objectives



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

• Discuss how to manage their own enterprise

## Resources to be Used



• Participant Handbook

## Ask



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

### Say



• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

## Say



- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

## Say



• Let's learn how to effectively manage an enterprise or business through an activity.

## **Team Activity**



#### **Enterprise Management**

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

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

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

## Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize | 💆



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

## Unit 6.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

### Unit Objectives | ©



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

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

## Resources to be Used | @ |



- Participant Handbook
- Blank sheets of paper
- Pens

#### Ask



Why do you want to become an entrepreneur?

#### Say



- · 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 | 2



- 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 — — — — — — — — — — — — — — — — — — —	
	_







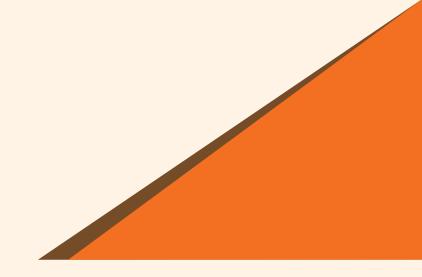


# 7. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria

Annexure III: Answers to Exercises for PHB





## **Annexure I**

# **Training Delivery Plan**

Training Delivery Plan					
Program Name:	Assembler-Doors/Window	s(Glass)			
Qualification Pack Name & Ref. ID	Assembler-Doors/Window	s(Glass), FFS/Q6101			
Version No.	1.0	1.0 Version Update Date 12/07/2017			
Pre-requisites to Training (if any)	Class V, preferable 0 -1 year of experience				
Training Outcomes	<u> </u>				

Day	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1-2	Bridge Module	Introduction to the Job Role	Practice general discipline in the classroom Identify the responsibilities of a Fitter/Assembler-Doors/ Window (Glass) Option: Wooden/ Aluminium and its job opportunities Interpret the scope of furniture and fittings industry Implement basic skills of communication	-	Classroom lecture/ PPT session/ Question and Answer	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector	Theory 08:00 Hours Practical 00:00 Hours

Under- standing the Orga- nizational Context/ Company/ Employer	<ul> <li>Develop knowledge to understand the codes, standards, policies, manuals, rules and regulation of the organisation</li> <li>Tell the concerned persons in case of queries on procedures/ products/ any problem</li> <li>Explain the escalation procedure in organisation</li> </ul>	FFS/N6101	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector	Theory 08:00 Hours Practical 00:00 Hours
Mainte- nance of Work Area, Tools and Machines	<ul> <li>Manage materials, machinery, equipment and tools safely and correctly</li> <li>Use correct handling procedures</li> <li>Use materials to minimise waste</li> <li>Prepare and organise work</li> <li>Prepare a clean and hazard free working area</li> <li>Inspect work interruptions</li> <li>Manage tools equipment and consumables</li> <li>Practice Working in a comfortable position with the correct posture</li> <li>Use cleaning equipment and methods appropriate for the work to be carried out</li> <li>Manage disposal of waste safely in the designated location</li> <li>Practice storing cleaning equipment safely after use</li> <li>Practice safe and correct handling of materials, equipment and tools</li> <li>Manage an appropriate environment to protect stock from pilfering, theft, damage and deterioration</li> </ul>	FFS/N8501 PC 1 - PC 13	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration	Computer, black/ whiteboard, marker, chalk, duster, pamphlets/ leaflets, projector  Hand Tools:- Allen key set, screwdriver set Measurement tape, steel rule, Marking tools:- Pencil, marking knife, marking thread Striking tools:- Cross-peen hammer, mallet Testing tools:- Try square, mitre square, sprit Level, Holding tools:- G Clamp Power tools:- Tile cutter, drill machine, diamond blade	Theory 04:00 Hours Practical 08:00 Hours

8-9	Ensuring Health and Safety at Workplace	Health and Safety	<ul> <li>Comply with health, safety legislation, regulations and other relevant guidelines</li> <li>Comply with health and safety instructions applicable to the workplace</li> <li>Inspect the worksite for any possible health and safety hazards</li> <li>Practice manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment</li> <li>Practice safe handling and disposal of waste and debris</li> <li>Identify and report any hazards and potential risks/ threats to supervisors or other authorised personnel hazards:sharp-edged tools, hazardous surfaces, physical</li> </ul>	FFS/N8601 PC 1 - PC 18	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Masks, safety glasses, ear muffs, safety footwear, gloves, aprons, etc.	Theory 04:00 Hours Practical 04:00 Hours
			hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.  Demonstrate first aid activities in case of an accident, if required and asked to do so  Use appropriate				
			personal protective equipment compatible with the work and compliant to relevant occupational health and safety guidelines  Identify Protective Equipment: masks,				
			safety glasses, head protection, earmuffs, safety footwear, gloves, aprons, etc.  • Practice correct body posture while standing and working for long hours and carrying heavy materials				

		1			1		I	1
			•	Practice lifting, carrying or moving carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices Manage all required tools, machines, materials & equipment safely Comply with relevant occupational safety policies while handling sharp tools to make and install furniture and fittings Practice safety measures while handling glass, heavy wood, materials, chemicals, etc. Apply good housekeeping practices at all times Practice Good housekeeping practices: clean/tidy work areas, removal/ disposal of waste products, protect surfaces Report accident/ incident report to authorised personnel Practice basic safety checks before operation of all machines, tools and electrical equipment Apply the recommended material handling procedure to control damage and				
10- 12	Dealing with Emer- gencies		•	Follow safe working practices at all times Practice appropriate procedure in case of fire emergency Practice electrical safety measures while working with electrically powered tools and equipment	FFS/N8601 PC 19 - PC 32	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	First aid, different types of fire extin- guisher, exhaust fans,	Theory 04:00 Hours Practical 04:00 Hours

Follow the agreed work
location procedures
in the event of an
emergency or an
accident
Practice emergency and
evacuation procedures
in case of accidents,
fires, natural calamities
Implement general
health and safety
equipment at work site
Identify General health
and safety equipment:
fire extinguishers;
first aid equipment;
safety instruments
and clothing; safety
installations (e.g. fire
exits, exhaust fans)
Comply with restrictions
imposed on harmful
chemicals inside work
area during working
hours
Demonstrate rescue
techniques applied
during fire hazard
Demonstrate good
housekeeping to
prevent fire hazards
Demonstrate the
correct use of a fire
extinguisher
Demonstrate how to
free a person from
electrocution
Practice prompt and
appropriate response
to accident situation or
medical emergency
Participate in
emergency procedures
Emergency procedures:
raising the alarm, safe/
efficient, evacuation,
correct means of
escape, correct
assembly point, roll
call, correct return to
work
Use the various
appropriate fire
extinguishers on
different types of fires
correctl

		Identify different types of fires of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. Compare different categories of fire State methods of accident prevention in the work environment Identify different methods of accident prevention				
13-14	Interaction with Seniors	Seek assistance from supervisor or any such appropriate authority as and when required Ask questions and seek clarifications on work tasks whenever required Practice receiving clarifications clarifications on policies and procedures, from the supervisor or other authorised personnel Identify any possible deviations to appropriate authority Report to immediate supervisor appropriately Demonstrate the process of receiving clear instructions from superiors and respond effectively clearly from superiors and respond effectively on the same Implement escalation matrix in case of any grievance	FFS/N8801 PC 1 - PC 8	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Mod- els on escala- tion Matrix	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets on escalation matrix, projector	Theory 04:00 Hours Practical 04:00 Hours

		1				T	
			Demonstrate the process of receiving information and instructions from supervisors related to one's work receive information and instructions from the supervisor related to one's work				
15-16	Work Effectively		<ul> <li>Practice coordinating with colleagues to achieve work objectives</li> <li>Practice courteous behaviour at all times</li> <li>Practice giving polite response to customer queries and other team members</li> <li>Identify workplace dress code</li> <li>Practice keeping work area work area in a tidy and organised state</li> <li>Comply with timelines and quality standards</li> <li>Implement organisational policies and procedures</li> <li>Practice sharing information with team wherever and whenever required enhancing quality and productivity at the workplace</li> <li>Work together with co-workers in a synchronised manner</li> <li>Communicate with others clearly, at a pace and in a manner that helps them to understand</li> <li>Show respect to others and their work</li> <li>Display active listening skills while interacting with others at work</li> </ul>	FFS/N8801 PC 9 - PC 21	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/ white- board, marker, chalk, duster, pamphlets/ leaflets, projector, mic, loud- speaker	Theory 04:00 Hours Practical 04:00 Hours

		Demonstrate     responsible and     disciplined behaviours     at the workplace     disciplined     Behaviours: e.g.     punctuality; completing     tasks as per given time     and standards; not     gossiping and idling     time; eliminating     waste, honesty, etc.				
17- 19 Preparatory Wor and On s Assessment be fore Wor Initiation	ite k	<ul> <li>Organize required tools and equipment's, hardware fittings for assembling and installation of fitting</li> <li>Demonstrate how to unpack the material /parts as per instructions of lead</li> <li>Demonstrate the process of quality checking of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed</li> <li>Practice taking measurement of space/ area for fitting of doors, windows against the glass door/window</li> <li>Practice risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (E.g. condition of wall)</li> <li>Inform client for repair before the new windows/doors being installed</li> </ul>	FFS/N6101 PC 1 – PC 5	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, mic, loudspeaker, Drill machine, marking tools, measurement tools, try square, testing tools	Theory 04:00 Hours Practical 18:00 Hours

20-22		<ul> <li>Point out and check for any apparent defects and deficiencies around the structural opening</li> <li>Examine for the presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/ windows, suggest different routes for them.</li> <li>Show the cleaning process of the work area to ensure hazard-free work</li> <li>Assist in requisite documentation as per organisation protocol</li> <li>Determine if the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor/individual and also use safety equipment and personal protective equipment as needed such as gloves, goggles, mask</li> </ul>	FFS/N6101 PC 6 - PC 10	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Demonstration/ Role Play	Computer, black/ white-board, marker, chalk, duster, pamphlets/ leaflets, projector, mic, loudspeaker, Drill machine, marking tools, measure- ment tools, try square, testing tools	Practical 12:00 Hours
23-24	Measure- ment and calcula- tions	<ul> <li>Compare Types of measurement systems- Practice FPS and MKS</li> <li>Practice Calculations in both measurement system</li> </ul>	FFS/N6101	Classroom lecture/ PowerPoint Presentation	Measure- ment Tools, Marking Tools	Theory 02:00 Hours
		Perform practical on skill lab - Calculate (minus, plus, multiply, divide) 2 and 3-digit number	FFS/N6101	Practical demonstration		Practical 12:00 Hours
25- 26		Perform practical on skill lab – Measure length, width, and thickness and marking on wooden panel	FFS/N6101	Practical demonstration		Practical 14:00 Hours
		Internal Assessment - T - P	heory Assessme ractical Assessn			

31-33	Assist in Installing Glass Doors, Windows	<ul> <li>Inspect the trueness of structure using level and plumb bob tools</li> <li>Apply materials and sealant to fill gaps in surfaces and trim excess materials in installation and smoothening of surfaces as per quality standards</li> <li>Examine for functioning, alignment and rectify any error found</li> <li>Practice putting markings of placement positions and fasten the hardware accessories or fittings as per work site requirements</li> </ul>	FFS/N6101  PC 12, PC 16, PC 17, PC 18		Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, tape, pencils, sealants, eraser, plumb bob tools	Theory 04:00 Hours Practical 18:00 Hours
34- 36		Perform practical (lab) Demonstrate removal of old windows and door along with other removable architectural fittings with hand and power tools for repairing or installing new pieces Demonstrate how to measure materials using appropriate tools and equipment Demonstrate cutting, grinding or polishing glass, smoothening surfaces with materials or tools as needed in accordance to design and client requirement Show how to place toughened/glazed/ plain glass in windows, doors and entrances at the marked location or as per fittings placement	FFS/N6101 PC 11, PC 13, PC 14, PC 15	Practical demonstration	Hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/ bolts, door stopper, overhead door closer, butt hinges, Aldrop, tower bolts, floor springs, tape	Practical 15:00 Hours

37- 38		Tools used for Install- ing Glass Doors, Windows	Identify to tools - Drill machine, marking tools, measurement tools, testing tools	FFS/N6101	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, Drill machine, marking tools, measurement tools, testing tools	Theory 04:00 Hours
			<ul> <li>Recognise and find the featured and functions of all tools</li> <li>Practice correct usage of tools</li> </ul>	FFS/N6101	Practical demonstration	Drill machine, marking tools, mea- surement tools, test- ing tools	Practical 10:00 Hours
39- 40			Identify and utilize Manual Tools:  Hand Tools:- Allen key set, screwdriver set  Measurement tools:- Measurement tape, steel rule,  Marking tools:-Pencil, marking knife, marking thread  Striking tools:- Cross- peen hammer, mallet  Testing tools:- Try square, mitre square, sprit Level, Holding tools:- G Clamp  Power tools:- Tile cutter, drill machine, diamond blade	FFS/N6101	Practical demonstration	Allen key set, screw- drivers, measure- ment tape, try square, mitre square, tile cutter, drill machine, diamond blade	Practical 13:00 Hours
41-43	Assist in Quality Check and Handover to Client		Conduct any on site modifiPerform cations that may be required and touch up if needed     Inspect for any path blockage or damage like pre-installed decorative materials, ducts or any other structure in building and suggest remedies if required	FFS/N6101	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Comput- er, black/ white- board, marker, chalk, duster, pamphlets/ leaflets, projector, sample procedural documents	Theory 04:00 Hours Practical 14:00 Hours

	Show how to advise customer for any relevant maintenance requirements by organisational policy     Practice taking notes of inputs/ feedback received during work to incorporate in future     Assist in completion of the procedural documents post-completion and undertake customer signoff digitally or on paper as acknowledgement for completion of installation				
44-45	<ul> <li>Demonstrate the testing process of repaired/ serviced product /new installation w.r.t functioning, alignment, placement etc. against the specifications before handing over to clients</li> <li>Show how to organise/ gather all the tools and equipment's and remove from the site</li> <li>Demonstrate how to wipe the installation and clean the work area</li> <li>Show how to remove the debris and dispose of the waste appropriately after work completion in accordance to waste disposal policy</li> </ul>	FFS/N6101	Practical Demonstra- tion	Hardware for door, windows, hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/ bolts, door stopper, overhead door closer, butt hinges, Aldrop, tower bolts, floor springs, tape	Practical 10:00 Hours

46- 47		<ul> <li>Compare various types of glass doors and windows fitting products</li> <li>Categorise various types of defects such as loose screws, improper alignment, etc. and troubleshooting common errors</li> <li>Practice clear communication on the issues being faced and clarify queries</li> </ul>			Theory 04:00 Hours
		Practical Activities:  Demonstrate the process of assembling door and windows and placement of glass  Illustrate the process of marking, cutting glass, polishing, repairing rough edges, etc.  Show how to assemble and dismantle components for different products  Categorise relevant hand and power tools such as wrenches, pliers, screwdriver, power drill, whole cutter, metal file, power driller, etc.	Practical Demonstra- tion	Pencil, marking knife, marking thread, polishing tools, wrench- es, pliers, screw- driver, power drill, whole cut- ter, metal file, power driller	Practical 10:00 Hours
48	Safety Stan- dards and Respons- es for emergency situations	Implement the safety standards and precautions to be taken     Identify emergency situations and respond accordingly	Practical Demonstra- tion	Antiseptic liquids, bandages, betadine solution, disposable gloves, pain relief spray, search-lights, phone directory, stretcher	Practical 6:00 Hours

49	PPE used for Installation Process	<ul> <li>Different types of Personal Protective Equipment during the installation Compare of glass doors and windows and their usage</li> <li>Use of different types of extinguishers</li> <li>Practice giving first- aid first aid on various types of injuries</li> </ul>		Practical Demonstra- tion	Safety Masks, safety glasses, ear plug, safety footwear, gloves, first aid, different types of fire extin- guisher	Practical 6:00 Hours
		Internal Assessment - Th - Pr	neory Assessme ractical Assessm			
		Total Duration				Theory Duration 60:00 Hours  Practical Duration 180:00 Hours

### **OPTION (Optional to choose any or all or none)**

### **OPTION 1: Wooden/Aluminium**

Day	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1-3	Preparatory Work and On site Assessment before Work Initiation	Introduction to the Job Role	Organise required tools and equipment's, hardware fittings for assembling and installation of fitting     Demonstrate how to unpack the material /parts as per instructions of lead     Demonstrate the process of quality checking of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed	PC 1, PC 2, PC 3, PC 5	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, mic, loudspeaker, Drill machine, marking tools, measurement tools, try square, testing tools	Theory 04:00 Hours Practical 18:00 Hours

	Examine the measurement of doors/windows aperture considering the size and material of doors/windows to be installed     Implement risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (E.g. condition of wall)     Inform client for repair before the new windows/doors being installed				
4-6	<ul> <li>Point out and check for any apparent defects and deficiencies around the structural opening</li> <li>Inspect for presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/windows, suggest different routes for them.</li> <li>Show the cleaning process of the work area to ensure hazard-free work</li> <li>Assist in requisite documentation as per organisation protocol</li> <li>Determine if the floor guard/ other floor safety material is spread on the floor to prevent damage to the floor/individual and also use safety equipment and personal protective equipment as needed such as gloves, goggles, mask</li> </ul>	FFS/N6101 PC 6 - PC 10	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Demonstration/ Role Play	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, mic, loudspeaker, Drill machine, marking tools, measurement tools, try square, testing tools	Practical 12:00 Hours

7-8		Measure- ment and calcula- tions	•	Practice different measurement types Practice calculations in both measurement system	FFS/N6101	Classroom lecture/ PowerPoint Presentation	Measure- ment Tools, Marking Tools	Theory 02:00 Hours
			•	Perform Practical on skill lab - Calculate (minus, plus, multiply, divide) 2 and 3-digit number	FFS/N6101	Practical demonstration		Practical 12:00 Hours
9-			•	Practical on skill lab – Measure length, width, and thickness and marking on wooden panel	FFS/N6101	Practical demonstration		Practical 14:00 Hours
11-13	Assist in Installing Glass Doors, Windows			Inspect the trueness of structure using level and plumb bob tools Practice taking measurements and create markings to assemble different parts of door /window structure before installation Perform checks at regular intervals to avoid any errors Perform markings of placement positions and access the fastener system to fasten the hardware accessories or fittings as per worksite requirements Examine for spacing alignment between the door /window and frame	FFS/N6101		Comput- er, black/ white- board, marker, chalk, duster, pamphlets/ leaflets, projec- tor, tape, pencils, sealants, eraser, plumb bob tools	Theory 04:00 Hours Practical 18:00 Hours

1.4		. D.	ractical (lab)	FFS/N6101	Practical	Hingos	Dractical
14-16		A ol	ractical (lab) - ssist in removal of ld windows and oor along with ther removable rchitectural fittings with hand and power cols respect the aperture izes against the survey izes to avoid damage uring installation of windows/doors reply adhesives/ crews/nails as per equirement for astening the furniture arts to ensure quality and correct fitting dentify slots for lacing/installing and ssist in the installation of door/windows frame y fastening to surface ia appropriate usage f nails/screws ractice installation of the door/window to the frame by using ppropriate door/ window hinges ssist in identifying and applying materials, ealant to fill gaps a surfaces and trim excess materials in installation	FFS/N61U1	demonstration	Hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/bolts, door stopper, overhead door closer, butt hinges, Aldrop, tower bolts, floor springs, tape	Practical 15:00 Hours
17- 18	Tools used for Install- ing Glass Doors, Windows	to m m	dentify different bols - Drill machine, narking tools, neasurement tools, esting tools	FFS/N6101	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Computer, black/white-board, marker, chalk, duster, pamphlets/leaflets, projector, Drill machine, marking tools, measurement tools, testing tools	Theory 04:00 Hours

		<ul> <li>Practical on skill lab: - Recognise and find the featured and functions of all tools</li> <li>Identify correct usage of tools</li> </ul>	FFS/N6101	Practical demonstration	Drill machine, marking tools, mea- surement tools, test- ing tools	Practical 10:00 Hours
19-20		Identify different Manual Tools:  Hand Tools:- Allen key set, screwdriver set  Measurement tools:- Measurement tape, steel rule,  Marking tools:-Pencil, marking knife, marking thread  Striking tools:- Cross- peen hammer, mallet  Testing tools:- Try square, mitre square, sprit Level, Holding tools:- G Clamp  Power tools:- Tile cutter, drill machine, diamond blade	FFS/N6101	Practical demonstration	Allen key set, screwdrivers, measurement tape, try square, mitre square, tile cutter, drill machine, diamond blade	Practical 13:00 Hours
21-23	Assist in Quality Check and Handover to Client	<ul> <li>Perform on site modifications that may be required and touch up if needed</li> <li>Inspect for any path blockage or damage like pre-installed decorative materials, ducts or any other structure in building and suggest remedies if required</li> <li>Show how to advise customer for any relevant maintenance requirements by organisational policy</li> <li>Practice taking note of inputs/ feedback received during work to incorporate in future</li> <li>Assist in completion of the procedural documents post-completion and undertake customer signoff digitally or on paper as acknowledgement for completion of the installation</li> </ul>	FFS/N6101	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Computer, black/ white- board, marker, chalk, duster, pamphlets/ leaflets, projector, sample procedural documents	Theory 04:00 Hours Practical 14:00 Hours

	<ul> <li>Determine if the work is delivered within the timeframe and as per quality standards</li> <li>Assist in completion of the procedural documents post-completion</li> <li>Perform customer signoff digitally or on paper as acknowledgement for completion of installation functioning, alignment</li> </ul>				
24-25	Demonstrate the testing process of repaired/ serviced product /new installation     Show how to organise all the tools and equipment's and remove from the site     Demonstrate how to wipe the installation and clean the work area     Show how to remove the debris and dispose of the waste appropriately after work completion in accordance to waste disposal policy	FFS/N6101	Practical Demonstra- tion	Hardware for door, windows, hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/bolts, door stopper, overhead door closer, butt hinges, Aldrop, tower bolts, floor springs, tape	Practical 10:00 Hours
26- 27	<ul> <li>Identify various         types of glass doors         and windows fitting         products</li> <li>Categorise various         types of defects such as         loose screws, improper         alignment, etc. and         troubleshooting         common errors</li> <li>Communicate clearly         on the issues being         faced and clarify         queries</li> </ul>				Theory 04:00 Hours

		Practical Activities:  Demonstrate the process of assembling door and windows and placement of glass  Illustrate the process of marking, cutting glass, polishing, repairing rough edges, etc.  Show how to assemble and dismantle components for different products  Categorise relevant hand and power tools such as wrenches, pliers, screwdriver, power drill, whole cutter, metal file, power driller, etc.	Practical Demonstra- tion	Pencil, marking knife, marking thread, polishing tools, wrench- es, pliers, screw- driver, power drill, whole cut- ter, metal file, power driller	Practical 10:00 Hours
28-29	Safety Stan- dards and Respons- es for emergency situations	<ul> <li>Comply with the safety standards and precautions to be taken</li> <li>Identify emergency situations and respond accordingly</li> </ul>	Practical Demonstra- tion	Antiseptic liquids, bandages, betadine solution, disposable gloves, pain relief spray, search-lights, phone directory, stretcher	Practical 12:00 Hours
30- 31	PPE used for Installation Process	Compare different types of personal Protective Equipment during the installation of glass doors and windows and their usage     Use of different types of extinguishers     Practice application of first aid on various types of injuries	Practical Demonstra- tion	Safety Masks, safety glasses, ear plug, safety footwear, gloves, first aid, different types of fire extin- guisher	Practical 12:00 Hours
		Internal Assessment - Theor - Practi	ry Assessment cal Assessment		
		Total Duration			Theory Duration 24:00 Hours
					Practical Duration 168:00 Hours

### **Annexure II**

## **Assessment Criteria**

## **CRITERIA FOR ASSESSMENT OF TRAINEES**

Assessment Criteria for Assembler- Doors/Windows (Glass)				
Job Role	Assembler- Doors/Windows (Glass)			
Qualification Pack	FFS/Q6101			
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 50% in aggregate.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes		Total Control	Out Of	Marks Allocation	
	Assessment Criteria for Outcomes	Total Mark		Theory	Skills Practical
FFS/N6101 (Assist lead	PC1. gather and organize required tools and equipment's, hardware fittings for assembling and installation of fitting		3	1	2
technician in	PC2. unpack the material /parts as per instructions of lead		3	1	2
work process -glass doors and windows)	PC3. assist in checking quality of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed	100	5	1	4
	PC4. Re take measurement of the space/ area for fitting of doors, windows against the glass door/window		4	1	3
	PC5. assist in carrying out a risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (e.g. condition of wall)		5	1	4
	PC6. support in checking for any apparent defects and deficiencies around the structural opening. Inform client for repair before the new windows/doors being installed.		4	1	3
	PC7. check for presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/ windows suggest different route for them.		3	1	2
	PC8. clean the work area to ensure hazard free work		3	1	2

FFS/N8601 Ensure health and	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1
safety at workplace	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2
	PC3. check the worksite for any possible health and safety hazards		3	1	2
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment		3	1	2
	PC5. ensure safe handling and disposal of waste and debris		3	0	3
	PC6. identify and report any hazards and potential risks/ threats to supervisors or other authorized personnel Hazards: sharp edged tools, hazardous surfaces, physical hazards, electrical hazards, health hazards from chemicals and other such toxic material etc.		3	1	2
	PC7. undertake first aid activities in case of any accident, if required and asked to do so		3	0	3
	PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines Personal protective equipment: masks, safety glasses, head protection, ear muffs, safety footwear, gloves, aprons etc.		3	0	3
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3
	PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices	100	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 authorized 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)  PC24. comply with restrictions imposed on harmful chemicals inside work are aduring working hours  PC25. correctly demonstrate rescue techniques applied during fire hazard  PC26. demonstrate good housekeeping in order to prevent fire hazards  PC27. demonstrate the correct use of a fire extinguisher  PC28. demonstrate how to free a person from electrocution  PC29. respond promptly and appropriately to an accident situation or medical emergency  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  PC31. use the various appropriate fire extinguishers on  different types of fires correctly Types of fires; Class A: e.g.  ordinary solid combustibles, combustible metals such as  magnesium  PC32, state methods of accident prevention in the work  environment; Methods of accident prevention in the work  environment; Methods of accident prevention in the work  environment; Methods of accident prevention in the work  and correctly  FC3. use materials to minimize waste  PC4. In prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and mothods appropriate for  the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials,  equipment and tools  PC13. maintain appropriate environment to protect stock  from pilfering, theft, damage and deterioration  Total of 2nd NOS  Total of 3rd NOS						
inside work area during working hours PC25. correctly demonstrate rescue techniques applied during fire hazard PC26. demonstrate good housekeeping in order to prevent fire hazards PC27. demonstrate the correct use of a fire extinguisher PC28. demonstrate how to free a person from electrocution PC29, respond promptly and appropriately to an accident situation or medical emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium PC32. state methods of accident prevention in the work environment; methods adoption in health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of Znd NOS  100 30 70  PC1. handle materials, machinery, equipment and tools safely and correctly PC3. use correct handling procedures PC3. use materials to minimize waste PC4. prepare and organize work PC5. maintain a clean and hazard free working area PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling o		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,		4	1	3
during fire hazard  PC26. demonstrate good housekeeping in order to prevent fire hazards  PC27. demonstrate the correct use of a fire extinguisher  PC28. demonstrate how to free a person from electrocution  PC29. respond promptly and appropriately to an accident situation or medical emergency  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  PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium  PC32. state methods of accident prevention in the work environment; Methods of accident prevention: training in health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  PC3. used materials, machinery, equipment and tools safely admit and work area, tools and machines  PC4. brepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC12. amintain notols  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration				3	0	3
fire hazards PC27. demonstrate the correct use of a fire extinguisher PC28. demonstrate how to free a person from electrocution PC29. respond promptly and appropriately to an accident situation or medical emergency 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 PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium PC32. state methods of accident prevention in the work environment; Methods of accident prevention in the work environment and tools safety and a s		, , , , , , , , , , , , , , , , , , , ,		3	0	3
PC28. demonstrate how to free a person from electrocution PC29. respond promptly and appropriately to an accident situation or medical emergency PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct retrut to work PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium PC32. state methods of accident prevention in the work environment; Methods of accident prevention: training in health and safety procedures; use of equipment and working practices (such as safe carrying procedures): safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  PC1. handle materials, machinery, equipment and tools safety and correctly PC2. use correct handling procedures PC3. use materials to minimize waste PC4. prepare and organize work PC5. maintain a clean and hazard free working area PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC15. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration				3	0	3
PC29. respond promptly and appropriately to an accident situation or medical emergency 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 PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium PC32. state methods of accident prevention in the work environment; Methods of accident prevention: training in health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  100 30 70  FFS/N8501 Maintain work area, tools and machines PC3. use materials, machinery, equipment and tools safely and correctly PC2. use correct handling procedures PC3. use materials to minimize waste PC4. prepare and organize work PC5. maintain a clean and hazard free working area PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC12. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		PC27. demonstrate the correct use of a fire extinguisher		3	2	1
situation or medical emergency 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  PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium  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  Total of 2nd NOS  PC1. handle materials, machinery, equipment and tools safely and correctly PC2. use correct handling procedures PC3. use materials to minimize waste PC4. prepare and organize work PC5. maintain a clean and hazard free working area PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment and safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC14. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		PC28. demonstrate how to free a person from electrocution	1	3	1	2
procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work  PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium  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; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  PC1. handle materials, machinery, equipment and tools safely and correctly PC2. use correct handling procedures PC3. use materials to minimize waste PC4. prepare and organize work PC5. maintain a clean and hazard free working area PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration				3	0	3
different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as magnesium  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; using health and safety procedures; using procedures; using health and safety procedures; using procedures; using health and safety procedures; using procedures; using practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  PC1. handle materials, machinery, equipment and tools safely and correctly and correctly  PC2. use correct handling procedures  PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  ### Candidate		procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct		3	0	3
environment; Methods of accident prevention: training in health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors  Total of 2nd NOS  PC1. handle materials, machinery, equipment and tools safely and correctly  PC2. use correct handling procedures  PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, combustible metals such as		3	1	2
PC1. handle materials, machinery, equipment and tools safely and correctly  PC2. use correct handling procedures  PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PS1. handle materials, machinery, equipment and tools safely and correctly  8 4 4  8 4 4  8 4 4  9 6 8 4 4  9 7 8 4  9 8 4 4  9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		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		3	3	0
Maintain work area, tools and machines  PC2. use correct handling procedures  PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PA 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		Total of 2nd NOS		100	30	70
PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC3. use materials to minimize waste  8 4 4  4 4  9 4 4  9 6 8 4 4  4 9 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Maintain work			8	4	4
PC3. use materials to minimize waste  PC4. prepare and organize work  PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  8 4 4 4  100  8 4 4  9 4 4  100  8 4 4  9 5 7  3 4  9 6 3 3  100		PC2. use correct handling procedures		8	4	4
PC5. maintain a clean and hazard free working area  PC6. deal with work interruptions  PC7. maintain tools equipment and consumables  PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  8 4 4  4 4  4 5 6 6 3 3 3	machines	PC3. use materials to minimize waste		8	4	4
PC6. deal with work interruptions PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration    8		PC4. prepare and organize work		8	4	4
PC7. maintain tools equipment and consumables PC8. work in a comfortable position with the correct posture PC9. use cleaning equipment and methods appropriate for the work to be carried out PC10. dispose of waste safely in the designated location PC11. store cleaning equipment safely after use PC12. ensure safe and correct handling of materials, equipment and tools PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  8 4 4 4 4 4 7 8 4 9 9 9 100 8 4 9 9 9 100 8 5 8 7 3 4 9 100 8 6 3 8 3 9 100 8 7 8 9 100 8 9 1		PC5. maintain a clean and hazard free working area		8	4	4
PC8. work in a comfortable position with the correct posture  PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		PC6. deal with work interruptions		8	4	4
PC9. use cleaning equipment and methods appropriate for the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  PC3. Work in a comfortable position with the correct posture  8 4 4  4 5  4 6  8 7 3 4  7 3 4  8 7 3 4  9 8 7 3 4  1 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		PC7. maintain tools equipment and consumables		8	4	4
the work to be carried out  PC10. dispose of waste safely in the designated location  PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  8 4 4 4 7 3 4 7 3 4		PC8. work in a comfortable position with the correct posture	100	8	4	4
PC11. store cleaning equipment safely after use  PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  7 3 4  7 3 4			-	8	4	4
PC12. ensure safe and correct handling of materials, equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  7 3 4  6 3 3		PC10. dispose of waste safely in the designated location		8	5	3
equipment and tools  PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration  7 3 4 6 3 3		PC11. store cleaning equipment safely after use	7	7	3	4
from pilfering, theft, damage and deterioration		=		7	3	4
Total of 3rd NOS 100 50 50				6	3	3
		Total of 3rd NOS		100	50	50

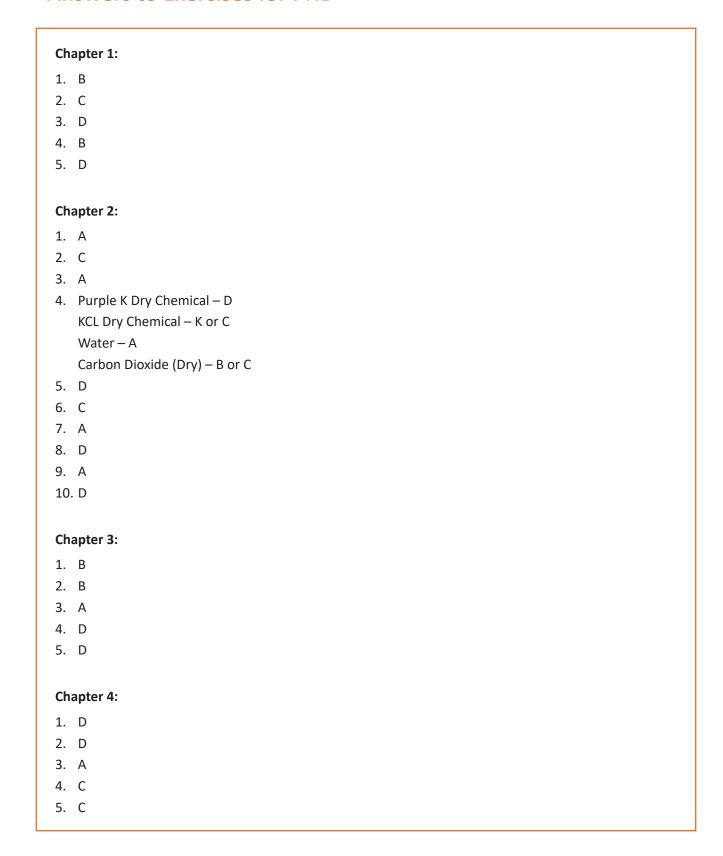
FFS/N8801 Work effectively	PC1. seek assistance from supervisor or any such appropriate authority as and when required		3	1	2
with others    Authority as and when required with others	2				
	procedures, from the supervisor or other authorized		5	5	0
			3	1	2
			5	2	3
			3	1	2
	PC7. follow escalation matrix in case of any grievance		6	4	2
	,		5	3	2
	·		5	0	5
	PC10. display courteous behaviour at all times		5	0	5
		100	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
	authority as and when required PC2. ask questions and seek clarifications on work tasks whenever required PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel  PC4. identify and report any possible deviations to appropriate authority PC5. address the problems effectively and report if required to immediate supervisor appropriately PC6. receive instructions clearly from superiors and respond effectively on the same PC7. follow escalation matrix in case of any grievance PC8. accurately receive information and instructions from the supervisor related to one's work PC9. coordinate and cooperate with colleagues to achieve work objectives PC10. display courteous behaviour at all times PC11. respond politely to customer queries and other team members PC12. follow work place dress code PC13. keep work area in a tidy and organized state PC14. adhere to time lines and quality standards PC15. follow organizational policies and procedures PC16. share information with team wherever and whenever required to enhance quality and productivity at work place PC17. work together with co-workers in a synchronized manner PC18. communicate with others clearly, at a pace and in a manner that helps them to understand PC19. show respect to other and their work  3 1 2  3 1 2  3 1 2  5 2 3  1 2  6 4 2  5 0 5  0 5  0 5  0 5  0 5  0 5  0 5	0			
			5	2	3
			6	0	6
			6	3	3
	PC19. show respect to other and their work		5	0	5
			5	0	5
	at the workplace; disciplined behaviours: e.g. punctuality; completing tasks as per given time and standards; not		6	0	6
	Total of 4th NOS		100	30	70

Optional: FFS/Q610	2- Wooden/Aluminium				
Assessable		Total	Out	Marks Allocation	
Outcomes	Assessment Criteria for Outcomes	Mark	Of	Theory	Skills Practical
FFS/N6102 (Assist lead technician	PC1. gather and organize required tools and equipment's, hardware fittings for assembling and installation of fitting		2	0	2
in work	PC2. unpack the material /parts as per instructions of lead		2	0	2
processwooden/ aluminium doors and windows)	PC3. assist in checking quality of material arrived at work site as per specification agreed by the client and inform lead for any repair/replacement needed		3	1	2
	PC4. check the measurement of doors/windows aperture considering the size and material of doors/windows to be installed, if necessary provide suggestions for modification considering expansion/contraction in material under temperature fluctuations.	4 4 100 4 2 2 2 4	5	1	4
	PC5. assist in carrying out a risk assessment for the installation process and accordingly advise the client of the hazards associated with the work. (e.g. condition of wall)		4	1	3
	PC6. support in checking for any apparent defects and deficiencies around the structural opening. Inform client for repair before the new windows/doors being installed.		4	1	3
	PC7. check for presence of any electrical or specialist items such as television aerials and telephone wires in the aperture. If these items affect the performance of doors/windows suggest different route for them.		4	1	3
	PC8. check the requirement of sill height and masonry opening for doors/windows and if any legal approval is required and inform seniors/client for necessary action.		4	1	3
	PC9. clean the work area to ensure hazard free work		2	0	2
	PC10. assist in requisite documentation as per organization protocol		2	0	2
	PC11. ensure that the floor guard/ other floor safety material is spread on the floor		2	0	2
	PC12. assist in removal of old windows and door along with other removable architectural fittings with hand and power tools for repairing or installing new pieces.		4	1	3
	PC13. assist in checking trueness of structure using level and plumb bob tools and checking condition of walls (strength of wall, plaster, load bearing capacity etc.)		4	1	3
plumb bob tools and checking condition wall, plaster, load bearing capacity etc.)  PC14. recheck the aperture sizes against avoid damage during installation of wind PC15. take measurements and create madifferent parts of door /window structure PC16. apply adhesives/screws/nails as perfastening the furniture parts to ensure quantiting.	PC14. recheck the aperture sizes against the survey sizes to avoid damage during installation of windows/doors.		3	1	2
	PC15. take measurements and create markings to assemble different parts of door /window structure before installation		3	1	2
	PC16. apply adhesives/screws/nails as per requirement for fastening the furniture parts to ensure quality and correct fitting.		3	1	2
	PC17. undertake checks at regular intervals to avoid any errors		2	0	2

Total of 5th NOS		100	20	80
PC32. assist in completion of the procedural documents post completion and undertake customer signoff digitally or on paper as acknowledgment for completion of installation.		2	0	2
PC31. take note of inputs/ feedback received during work to incorporate in future.		2	0	2
PC30. remove the debris and dispose the waste appropriately after work completion in accordance to waste disposal policy		3	1	2
PC29. wipe the installation and clean the work area		2	0	2
PC28. gather all the tools and equipment's and remove from the site		2	0	2
PC27. assist in advising customer of any relevant maintenance requirements in accordance with worksite requirements.		3	1	2
PC26. assist in checking for any blockage or damage like pre- installed decorative materials, ducts or any other structure in building and suggest remedies if required.		4	1	3
PC25. conduct any on site modifications that may be required and touch up if needed		3	1	2
PC24. assist lead in testing of repaired/ serviced product / new installation w.r.t functioning, alignment, placement etc. against the specifications before handing over to client		4	1	3
PC23. ensure to deliver work within the timeframe and in accordance to quality standards		3	1	2
PC22. assist in identifying and applying materials and sealant to fill gaps in surfaces and trim excess materials in installation and smoothening of surfaces as per		3	1	2
PC21. check for spacing , alignment between the door / window and frame		3	1	2
PC20. install the door/window into the frame by using appropriate door/window hinges and screws to fasten them		5	1	4
PC19. identify slots for placing/installing and assist in installation of door/windows frame by fastening to surface via appropriate usage of nails/screws		4	1	3
PC18. undertake markings of placement positions and access the fastener system (e.g. power drills) to fasten the hardware accessories or fittings as per worksite requirements. E.g. Fittings like door hinges, floor springs, floor pivots, handles, latch/bolts etc.		4	1	3
			1	

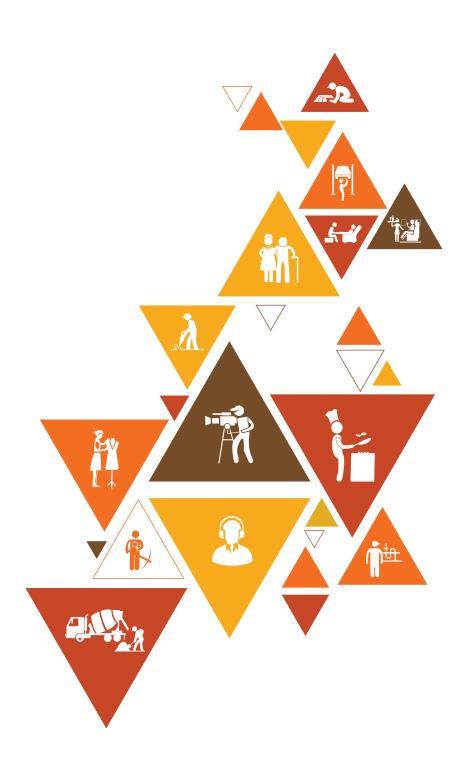
### **Annexure III**

# **Answers to Exercises for PHB**



### Chapter 5:

- 6. C
- 7. B
- 8. A
- 9. C
- 10. B
- 11. B













Address: 407-408, 4th Floor, DLF City Court, MG Road

Sikanderpur Gurugram - 122002, Haryana, India

Email: info@ffsc.in Web: www.ffsc.in Phone: +91 124 4513900



Price: