







Facilitator Guide







Sector Furniture and Fittings

Sub-Sector Modular Furniture

Occupation
Production - Modular Furniture

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Lead Assembler Modular Furniture

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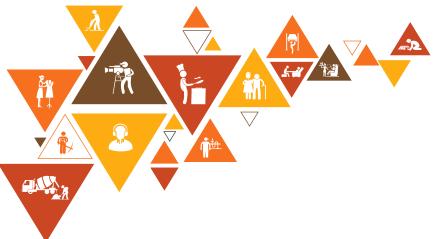
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Skilling is building a better India.
If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi Prime Minister of India



Acknowledgements

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

About this Guide

The Facilitator Guide for Lead Assembler - Modular Furniture (Options : Lock Installer) is primarily designed to facilitate skill development training of persons who want to become Lead Assemblers.

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

It includes the following National Occupational Standards (NOSs)-

- FFS/N5103 Assembling and installation of different parts of the modular furniture
- FFS/N8601 Ensure health and safety at workplace
- FFS/N8501 Maintain work area tools and machines
- FFS/N8801 work effectively with others
- FFS/N5703 Carry out lock installation activities
- FFS/N5704 Perform lock repairing and servicing

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

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

Symbols Used _____



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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Ice Breaker

Unit Objectives 6



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

- Identify and get acquainted with each other
- Practise ways to build rapport with fellow participants and facilitators
- Examine ways to recall and feel comfortable in the class

Resources to be Used



Pen, small writing pad, white board and marker.

Note



This is the first session of the program. 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.



Good morning and a very warm welcome to this training program 'Lead Assembler- Modular Furniture'.

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.
- Begin the interaction with the students by stating 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 actually conducting the training

Say



Before we start the training, let us spend some time in getting acquainted to know 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 recognizing 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 (in mins)	Resources Used
Ice Breaker	1 hr	Pens, white board and marker





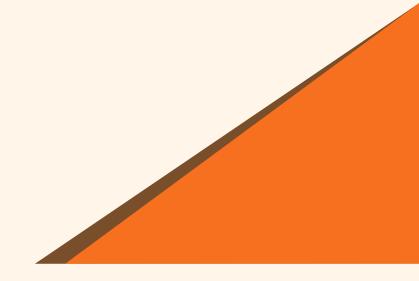




1. Introduction

- Unit 1.1 Discussing the Furniture & Fittings Sector in India
- Unit 1.2 Common Furniture Styles
- Unit 1.3 Defining the Modular Design of Furniture





Key Learning Outcomes 🕎

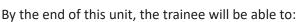


By the end of this module, the trainee will be able to:

- 1. Discuss the furniture & fittings sector in India
- 2. Discuss the common furniture styles
- 3. Define the modular design of furniture

Unit 1.1: Discussing the Furniture & Fittings Sector in India

Unit Objectives 6



Discuss an overview of the furniture & fittings sector in India

Resources to be Used



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

Note



This is the second session of the program which will give us a brief introduction of the Furniture & Fittings sector in India, its contribution towards the national income, growth potential, major market players and scope for Lead Assemblers.

Ask



Ask the participants the following questions:

- Can anyone share few points about the Furniture & Fittings sector?
- Can you name the major market players in this sector?

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

Elaborate



In this session, we will discuss the following points:

- Currently, India is the 14th largest market in the world for the Furniture & Fittings sector, as stated by HKTDC Research.
- The choice and consumption of middle-class population in India are now driven by need, quality and convenience, rather than affordable prices.
- Middle-class households are now interested in enhancing their lifestyle standards by decorating their homes with modern and chic furniture, fixtures and fittings.
- The Furniture & Fittings sector in India has been forecasted, by TechSci Research, to beat INR 3200 crores by 2019.
- According to recent reports by KPMG India, the current Furniture & Fittings sector in India comprises the following segments:85% unorganised and 15% organised.

Activity



Ask the participants to remember and say few words on furniture. Capture each response as it comes in on the whiteboard. You can 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



As you interact with the students while teaching the session and conducting the activity, keep a smiling face and positive attitude throughout. Do not discourage or scorn any student if he / she remains quiet during the activity.

Notes for Facilitation



- Ask the participants if they have any question.
- 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 Hand Book.
- Ensure that all the participants answer every question.

Unit 1.2: Common Furniture Styles

Unit Objectives 6

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

Identify and learn about the common furniture styles

Resources to be Used



Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Note



This is the third session of the program which gives brief information about the common furniture styles, popular in different parts of the world, across centuries. The features of each furniture style should be explained in detail.

Do



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

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

Say



In the previous session, we had a clear understanding about the furniture and fitting industry in India.

Now let us begin with a new session, which is about the common furniture styles, across the world and over centuries. These styles can be categorised as: Before and After the 20th century.

Ask



Ask the participants the following questions:

• What are the common styles of furniture? Can you name a few?

Do



- Write down participants' answers on whiteboard/blackboard.
- Compare their answers with the reasons given in participant handbook and discuss about it.
- Explain the features of each furniture style under discussion.
- Explain the evolution of furniture styles over time.

Elaborate



In this session, discuss the following points:

- The different styles of furniture
- The furniture styles before the 20th century
- The furniture styles after the 20th century

Activity



Show the class few PowerPoint slides on the various furniture styles. Highlight the features of each, with the help of the laser pointer. Speak about the features of each style as you proceed with the activity. Pause in between and ask the students to identify a given style form the features. Applaud when a student identifies a style correctly. This would add life to the class.

Activity	Duration (in mins)	Resources Used
Show and Tell	15 mins	Whiteboard / flipchart, marker, laptop, overhead projector, laser pointer

Say



I am going to show you few slides on various furniture styles. You have to study the features of each and name the style. I will help you with the same. Let me see who identifies the maximum number of styles.

D٥



- From the overhead projector and laptop, show the slides on the white display screen.
- Highlight the features of each style of furniture, as you display the same on the display screen.
- Ask the class the name of each style as you come across a new slide.

Say



Now that you have learnt about the common furniture styles, let us now participate in a Pop Quiz to test our understanding.

Activity



Conduct the Pop Quiz by displaying each question on the white display screen, from your laptop, via overhead projector. The questions are mainly in the form of Multiple Choice Questions (MCQs) and based on the different furniture styles. Each question carries 1 mark. There is no negative marking. Please ensure that there must be a total of 20 questions.

Activity	Duration (in mins)	Resources Used
Pop Quiz	30 mins	Whiteboard / flipchart, marker, laptop, overhead projector, laser pointer, pen, paper (white a4-sized)

Say



Write down your name and ID number on the top of the white sheet of paper. As I show you a question on the slide, write down the question number on the sheet and the answer against it. Please inform me when you are done with a question, so that I can move on to the next.

Dο



- Share your insight about the topic, and ask the students to participate in the interaction by stating their views on the topic.
- Maintain a friendly, healthy and safe environment.
- Ensure that the contribution of each student in the class receives a fair judgment and consideration.
- Jot down the important features of the different styles of furniture, over the centuries.

Notes for Facilitation



- Ask the students whether they have any doubts in mind which they would like to ask.
- Answer all the questions raised by the students in a clear and concise manner.
- Encourage peer learning, and guide the students to answer all the questions given in the Participant Hand Book.

Unit 1.3: Defining the Modular Design of Furniture

Unit Objectives 6

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

- Define and explain modularity
- · Recall the characteristics of modular furniture
- Classify modular furniture according to design

Resources to be Used



Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Note



This is the fourth session of the program which gives a better understanding and knowledge about the definition of modularity, characteristics and classification of modular furniture according to design.

Do



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

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

Say



Now, let us begin with a new session which is about the definition of modularity and characteristics of modular furniture. In the previous session, we have learnt about the names and features of various furniture styles.

Ask



Ask the participants the following question:

• Can anyone tell the meaning of "Modular"?

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

Elaborate



In this session, discuss the following points:

- Definition and features of modularity
- The characteristics of modular furniture
- The classification of modular furniture according to designs

Say



Let us participate in an activity to explore the concept of modularity. This would help you in learning about the definition and characteristics of modular furniture.

Activity



- Announce in the class that this activity will help the students to learn about the aspects of modular furniture.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, ask him/her to state any one aspect/feature of modular furniture.
- After the student replies, explain the features and usage of the modular furniture.
- Continue this activity until all the students have participated and provided their own insight on the aspects of modular furniture.
- Allot 20 30 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
State and learn	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.

Say



Did you like the activity? I believe all of you have grasped the concept well by now.

Notes for Facilitation



- Ask if the students have any doubts or queries which they would like to ask.
- Answer all the questions in an easily comprehensible manner, for better understanding.
- Encourage peer learning and team work in the class.
- Assist all the students to answer the questions given in the Participant Hand Book..

Answers to Exercises for PHB

Exercise:

Furniture Style	Feature
Chippendale	Fretwork design and Jappaning were adopted from the Chinese culture
Rustic	Emphasizes on homespun, worn out handcrafted or natural materials
Modern	Prominent use of monochromatic colour palettes
Queen Anne	Very close to the ground level
Retro	Evokes nostalgic feelings and memories related to a particular era or place
Pennsylvania Dutch	Decorated with colourful folk painting on the cases, generally depicting natural sceneries or geometric patterns
Jacobean	Incorporated the use of comfortable cushions and winged backs on chairs and lounges
Modular	Divided into numerous small and solid units, which can be connected horizontally, vertically and matrixwise, using a simple series of steps
Art Deco	Harmonizes jazzy, geometric and angular patterns with materials like glass, chrome, mirrors, etc.
Sheraton	The legs are usually tapered, often resembling columns of a Greek temple in appearance





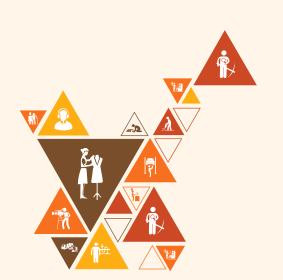




2. Discussing the Job Description of the Lead Assembler Modular Furniture

Unit 2.1 - The Job Responsibilities of Lead Assembler Modular Furniture

Unit 2.2 - Skills Required and Personal Attributes Expected in a Lead Assembler Modular Furniture





Key Learning Outcomes 🕎



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

- 1. List the job responsibilities of lead assembler modular furniture
- 2. Discuss the skills required and personal attributes expected in a lead assembler modular furniture

Unit 2.1: The Job Responsibilities of Lead Assembler Modular **Furniture**

Unit Objectives 6



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

List the key job responsibilities of lead assembler modular furniture

Resources to be Used



Participant Handbook, pen, small writing pad, whiteboard, markers

Note



This is the fifth session of the training program. It will give the students an overview of the main job responsibilities of a Lead Assembler Modular Furniture.

Do



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

- Can you summarise the points we have covered in the previous lesson?
- Encourage the participants to give their response.
- Ensure that the class should not lose focus.



Now, in this session, we will participate in an activity to learn about the chief job responsibilities of a Lead Assembler Modular Furniture.

Ask



Ask the participants the following question:

Can anyone mention few job responsibilities of a Lead Assembler? What does a Lead Assembler mainly

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

Elaborate



Discuss the following:

- The main job responsibilities of the Lead Assembler Modular Furniture
- Reading and interpreting AutoCAD and general construction blueprints
- Conducting field measurement of a site in preparation for installation
- Completing furniture assembly and installation, according to known specifications and blueprints
- Conducting post installation inspection, according to the manufacturer's guidelines, for expected operability of the furniture
- Providing instructions and site direction to the team members and subordinates for fulfilling client's requirements on time
- Unloading modules, tools and tackles from the vehicle and deliver the product / modules at the site for assembly and installation
- Assembling and installing all types of modular systems, thus actively participating in operations like placement and staging, levelling, touch-up and wipe-down of the products at the client's site
- Conducting and attending pre-installation huddles, as and when required
- Completing repair services on time
- Completing all assembly / installation / service / repair documentation
- Adhering to safety procedures and safety drills and training sessions, as laid down by the employer
- Promoting and adhering to safe work practices and behaviour
- Reporting accidents and anomalies on site to concerned authorities
- Actively spotting out and rectifying unsafe work conditions, which may lead to accidents and injuries
- Adhering to and completing assigned duties by deadline
- Completing the designated duties, and others, as assigned from time to time

Say



Good morning and a very warm welcome to this training program 'Lead Assembler- Modular Furniture'. Before we begin this session let us have a quick recapitulation of the previous session.

Activity



- Announce in the class that this activity will help the students to learn about the main job responsibilities
 of the Lead Assemblers.
- Divide the students into small groups, according to the total batch strength.
- Randomly select one student from each group, and ask him/her to state any one job responsibilities or duties of the Lead Assemblers.
- After the student replies, explain the specific job responsibilities and their importance, to the whole class.
- Continue this activity until all the students have participated and provided their own insight on the job responsibilities and duties of Lead Assemblers.
- Allot 20 30 minutes for this activity.

Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
Job role	20 - 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.

Say



Did you find the activity fruitful? I hope all of you are aware of the common job responsibilities that a Lead Assembler Modular Furniture carries out.

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.
- Take down the important job responsibilities and duties of the Lead Assembler Modular Furniture on the white board/flip chart for better understanding.
- Provide fair judgment to the participation of each student in the class activities.

Notes for Facilitation



- Initiate peer learning in the class.
- Maintain a healthy, friendly and comfortable environment in the class.
- Ask the students if they have any queries which they would like to ask.
- Clarify all the doubts and questions through doubt clarification sessions.

Unit 2.2: Skills Required and Personal Attributes Expected in a Lead Assembler Modular Furniture

Unit Objectives 6



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

- List the skills required in a lead assembler modular furniture
- List the personal attributes expected for the job role

Resources to be Used



Participant Handbook, pen, small writing pad, whiteboard, markers

Note



This is the sixth session of the program which talks about the skills and personal attributes required in a Lead Assembler.

Do



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

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



Now, let us begin with a new session, which is about the skills and personal attributes required in a Lead Assembler Modular Furniture. In the previous session, we have had a clear understanding of the various job responsibilities of a Lead Assembler Modular Furniture.

Ask



Ask the participants the following questions:

- Can anyone mention few skills that a Lead Assembler must have? What does a Lead Assembler mainly do?
- Do you know the difference between skills and personal attributes?
- Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate



Skills are of three types, namely:

- Core & generic skills include
- Professional skills include
- · Technical skills include
- · Personal attributes include
- Personal attributes and characteristics required in a lead assembler

Say



Did you find the activity fruitful? I hope all of you are aware of the common skills and personal attributes that are expected of a Lead Assembler.

Activity



- Announce in the class that this activity will help the students to learn about the different skills and personal attributes required in a Lead Assembler Modular Furniture.
- Divide the students into small groups, according to the total batch strength.
- From each group, choose one student who will come forward and enact a particular skill/personal attribute to his/her group members who will have to guess the specific skill or attribute being referred to.
- Continue with the activity until all the skills and personal attributes have been referred to.
- Assign 30 40 minutes to complete the entire activity.
- Mark the students based on their performance in the activity.

Activity	Duration (in mins)	Resources Used
Enact the skills	30 – 40 minutes	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, whiteboard, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you find the activity fruitful? I hope all of you are aware of the common operations that a Lead Assembler Modular Furniture carries out and the skills involved in doing the same.

Notes for Facilitation



- Write down the important skills and personal attributes being referred to, in the activity.
- Ask the students if they have any doubts regarding the topics covered in the class.
- Answer all the questions raised by the students.
- Create and maintain a healthy, positive and amiable environment.
- Guide the students to answer all the questions given in the participant hand book.
- Provide fair consideration and proper judgment to the participation of all the students in the class.

Answers to Exercises for PHB

Exercise:

Classify the following into Job Responsibility (JR), Skill (S) and Personal Attribute (PA) by ticking the Correct Option:

1. Conducting field measurement of a site in preparation for installation [JR, S, PA]

Answer: JR

2. Preparing and discussing task lists and schedules [JR, S, PA]

Answer: S

3. Planning, organizing and prioritizing the assigned duties/ task/ project into small components [JR, S, PA]

Answer: S

4. Good practical knowledge in operating CNC machine and related power and hand driven tools [JR, S, PA]

Answer: S

5. Unloading modules, tools and tackles from the vehicle and deliver the product/ modules at the site for assembly and installation [JR, S, PA]

Answer: JR









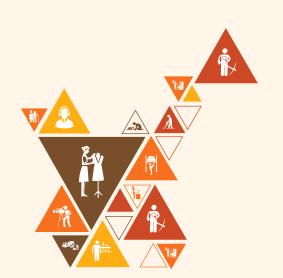


3. Identifying the Various Types of Furniture Accessories, Fittings, Joinery, and Estimating the Quantities Required

Unit 3.1 - Types of Joinery

Unit 3.2 - Technique of Touch Up, Sanding, Polishing Furniture for Proper Finishing, if Needed

Unit 3.3 - Get Requisite Approval on the Cost Budget and Timelines before Work Initiation





Key Learning Outcomes 🕎



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

- 1. Identify the basic wooden joints such as:
 - a. Butt joint
 - b. Dowel joint
 - c. Half lap joint
 - d. Dovetail joint
 - e. Rabbet joint
 - f. Mortise and tenon joint
 - g. Housing joint

Unit 3.1: Types of Joinery

Unit Objectives



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

• Discuss the basic wooden joints

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard, markers, assembler's equipment (as directed/recommended by the SME / trainer / program coordinator / center owner)

Note



This is the seventh session of the program which talks about the various types of joineries.

Do



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

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

Say



Now, let us begin with a new session, which is about the various types of joineries to be used by a Lead Assembler.

- Ask



Ask the participants the following question:

• Can anyone name any joinery? What are the common types of joineries used in furniture? Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following points:

- Different types of Joinery:
 - o Butt joint
 - o Dowel joint
 - o Half lap joint
 - o Dovetail joint
 - o Rabbet joint
 - Mortise and tenon joint
 - o Housing joint

Say



Let us now participate in an activity to learn more about the different joineries.

Activity



- Inform the students that this activity will help them to learn about the use of the different types of joinery.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of using the different types of joinery needed in the assembling of modular furniture.
- Ask the students to practise the use of the different types of joinery, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different joinery, tools and equipment, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Now, let us participate in another activity and go for a field visit to learn about the practical usage of the different joinery.

Activity



Take the participants on a field visit to a nearby workshop which consists of different types of wood working joints. Ask them to identify the joints and where are they used. For ex: Dovetail joint is used in making drawer and boxes.

Activity	Duration (in mins)	Resources Used
Field Visit	150	Student id card, pen, notepad, different types of woodworking joints



There are many woodworking joints which can be made without using adhesives. For example, Mortise and Tenon joint, Dovetail joint.

Notes for Facilitation



- Maintain a friendly, positive and constructive environment in the class.
- Ensure that the students are comfortable and at ease.
- Ask the students if they have any doubts or queries in mind.
- Provide suitable answers to all the questions raised in the class.
- Assist the students to answer the questions in the Participant Hand Book, and provide fair judgment to all.

Unit 3.2: Technique of Touch Up, Sanding, Polishing Furniture for Proper Finishing, if Needed

Unit Objectives 6



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

- Learn various types of material used in carpentry
- Demonstrate how to assemble parts made of the various types of materials
- Practise the different types of finishes

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard, markers, assembler's equipment (as directed/ recommended by the SME / trainer / program coordinator / center owner)

Note



This is the eighth session of the program which talks about the various techniques of Touch Up, Sanding, Polishing furniture for proper finishing.

Do



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

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

Sav



Now, let us begin with a new session, which is about the various techniques of Touch Up, Sanding, Polishing furniture, for proper finishing, to be used by a Assembler. In the previous session, we have had a clear understanding of the various types of joineries.

Ask



Ask the participants the following questions:

- What is Finishing? Why is it needed in making Furniture?
- Can anyone name any finishing technique?

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

Elaborate



In this session, discuss the following topics:

- The use of the different assembling parts
- Ways of cleaning/sanding/finishing according to the requirement of the finished products

Say



Let us now take part in an activity to understand the different techniques of touch up, sanding, polishing, finishing on the products.

Activity



- Inform the students that this activity will help them to learn about the techniques of touch up, sanding, polishing and finishing on the products.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the techniques of performing the following –
 - o The use of the different assembling parts
 - o The ways of sanding, polishing and finishing, on the final products
- Ask the students to practise the use of the different types of joinery, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (approx.)	Resources to be used
Demonstration and practice session	1 hour	Different assembling parts, tools and equipment needed for sanding, polishing, and finishing on the products, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Notes for Facilitation



- Initiate peer learning by asking the students to work in a team and answer each other's questions.
- Ask the students to come up with their doubts and queries regarding the topics covered in class.
- Clarify and explain all the queries through doubt clarification sessions, in an easy and concise manner.
- Assist the students to answer all the questions in the participant hand book.
- Maintain a healthy, positive and friendly environment in the class.

Unit 3.3: Get Requisite Approval on the Cost Budget and **Timelines before Work Initiation**

Unit Objectives 6



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

- Discuss how to get requisite approval on the cost budget and timeline before work initiation
- Assess the requirement of hardware fittings and tools and equipment (hand / power tools)
- Identify the cost of material (seasoned wood)
- Plan and organize the activities the activities/steps to be taken to execute the work in accordance with the timeline and the sequence

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard, markers, assembler's equipment (as directed/ recommended by the SME / trainer / program coordinator / center owner)

Note



This is the ninth session of the program which talks about how to obtain approval on the cost budget of a project and the related timelines.

Do



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

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

Sav



Now, let us begin with a new session, which is about the importance of getting requisite approval on the cost budget and timelines before initiating work. In the previous session, we have had a clear understanding of the touch up, sanding, polishing, and finishing techniques.

Ask



Ask the participants the following questions:

- What is a cost budget? Why is it needed before initiating work?
- Why is it important to prepare a timeline for a project?
- Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following points:

- Different aspects of costing and budgeting
- The process and need for seasoning
- · The process of stacking
- The importance of timelines

Say



Now, let us all take part in an activity to understand the different aspects of cost and budget, required before beginning the work of assembling modular furniture.

Activity



- Announce in the class that this activity will help the students to learn about the different aspects of
 costing, budgeting, stacking and seasoning according to fixed timelines, before beginning the work.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are part of a team of Lead Assembler Modular Furniture who are about to embark on a new project in the market. How will you assess the cost, budget, seasoning and stacking of the products, according to the fixed timelines, before actually starting the work?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	Items needed for stacking, seasoning, external props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Do



- Maintain a friendly, positive, and constructive atmosphere in the class.
- Ensure that the students are attentive to the lessons taught in class.
- Make sure that the contribution of each student in the class receives a fair and just consideration.
- Write down the important points derived out of the class lessons and activities, on the white board and flip charts, for better understanding.

- Notes for Facilitation



- Ask if the students have in doubts or questions which they would like to ask.
- Answer all the questioned raised by the students, in an easily comprehensible manner.
- Facilitate peer learning in the class for better learning experiences.
- Assist the students to answer the questions given in the participant hand book.

Answers to Exercises for PHB

Exercise:

Match the Type of Joinery with the Given Images:

Type of joinery	Image
Rabbet Joint	
Dovetail Joint	
Mortise and Tenon Joint	
Butt Joint	
Half Lap Joint	









4. Understanding Site Measurements

Unit 4.1 - The Process of Site Measurement For Project Level Work

Unit 4.2 - Measurement of Length, Width & Depth in MKS & FPS System, Its Application, Undertake Measuring accurately





Key Learning Outcomes 🙄



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

- 1. Explain the process of site measurement for project level work
- 2. Explain measurement in MKS & FPS system

Unit 4.1: The Process of Site Measurement For Project Level Work

Unit Objectives 6



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

- Define site measurement
- Comply with the process of site measurement for project level work

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard/blackboard, markers, assembler's equipment (as directed / recommended by the SME / trainer / program coordinator / center owner)

Note



This is the tenth session of the program which talks about the various processes of conducting site measurement before initiating project level work. Here, the students must be explained the definition of site measurement and the processes of conducting the same.

Do



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

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



Now, let us begin with a new session, which is about the importance of learning the process of site measurement for project level work.

Ask



Ask the participants the following questions:

- What do you understand by the term "site"? Why is its measurement required before initiating an installation project?
- Have you ever observed the process of site measurement anywhere? Can anyone in the class throw light on this?

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

Elaborate



In this session, discuss the following points:

- Definition of site measurement
- The process of site measurement for project level work
- The methods adopted to measure site

Say



In order to get a practical overview on the process of site measurement, let us go to the laboratory for an activity.

Do



Take the students to the laboratory, where they are required to:

- Observe the students' work and the sequence of steps, while you take site measurements for the installation of an upper cabinet in the laboratory premises
- Carry with them pen and notebook and take down crucial points while they observe you
- Repeat the process demonstrated

Activity



On reaching the laboratory, divide the class into few groups (depending on the batch size). Demonstrate the process of site measurement for the installation of upper cabinet in the laboratory. After the demonstration, ask each group of students to repeat the same. Provide instructions to the groups while they work on the process, whenever required.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	90	Participant handbook, pen, notebook, tools and equipment used in site measurement

Notes for Facilitation



- Assist the students to answer all the questions in the participant hand book.
- Ask the students if they have any doubts or queries which they would like to ask.
- Proper clear and simple answers to all the questions raised by the students.
- Maintain a friendly, positive and healthy atmosphere.
- Provide fair consideration and proper judgment to the participation of all the students in the class lessons and activities.

Unit 4.2: Measurement of Length, Width & Depth in MKS & FPS System, Its Application, Undertake Measuring accurately

Unit Objectives 6



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

- Discuss the various types of units in measurement
- Underline the MKS and the FPS system of measurement
- Identify tips to measure accurately

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard, markers, assembler's equipment (as directed/ recommended by the SME / trainer / program coordinator / center owner)

Note



This is the eleventh session of the program that involves the measurement of Length, Width & Depth in MKS & FPS systems, its application and process of measuring accurately.

Do



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

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



Now, let us begin with a new session, which is about the measurement of length, width, and depth in MKS & FPS systems, its application and process of measuring accurately. In the previous session, we have had a clear understanding of the process of site measurement for project level work.

Ask



Ask the participants the following questions:

- What do you understand by the term "measurement"? Why is accurate measurement so essential in the Furniture & Fittings industry?
- Have you ever observed the process of taking measurement anywhere? Can anyone in the class throw light on this?

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

Elaborate



In this session, discuss the following topics:

- Different types units of measurement
- The MKS and FPS system of measurement

Say



In order to get a practical overview on the process of accurate measurement, let us go to the laboratory for a hands-on activity on the same.

Do



Take the students to the laboratory, where they are required to:

- Observe you and the sequence of steps, while you measure the dimensions of a dining table in the laboratory
- Carry with them pen and notebook and take down crucial points while they observe you
- Repeat the process for various other pieces of furniture in the laboratory, namely: chair, sitting stool, bookcase, wardrobe, coffee table, cabinet, etc.

Activity



On reaching the laboratory, divide the class into few groups (depending on the batch size). Demonstrate the process of measuring the dimensions of a common dining table in the laboratory. After the demonstration, ask each group of students to repeat the same. Provide instructions to the groups while they work on the process, whenever required.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	120	Participant handbook, pen, notebook, tools and equipment used in measuring linear dimensions (recommended by trainer / Center manager / SME / program coordinator)



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

Notes for Facilitation



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

Answers to Exercises for PHB

Exercise:

Fill in the blank boxes:

Name of the quantity	SI unit	CGS unit
Length	Meter	Centimeter
Time	Second	Second
Mass	Kilogram	Gram
Force	Newton	Dyne
Electric current	Ampere	Biot
Temperature	Kelvin	Kelvin
Energy	Joule	Calorie
Electric charge	Coulomb	Franklin

Comp	lete	the	fol	lowing	•
------	------	-----	-----	--------	---

1.	1 mile =		_ feet
An	swer: 528	30	

2.	1 Gallon =	litres
An	swer: 3.785	

Answer: 86400











5. Assembling and Installation of Different Parts of Modular Furniture

- Unit 5.1 Definition and Types of Modular Furniture
- Unit 5.2 Different Layouts of Modular Furniture Location
- Unit 5.3 Different Process Involved In Assembling and Installation of Products and Various Appropriate Fittings
- Unit 5.4 Different Types of Tools and Equipment and the Processes of Operating the Same





Key Learning Outcomes 🙄



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

- 1. Underline the definition and types of modular furniture
- 2. Identify the types of layout
- 3. Illustrate the process involved in assembling and installing modular cabinet
- 4. Use different types of tools and equipment
- 5. Identify different modular furniture in a kitchen

Unit 5.1: Definition and Types of Modular Furniture

Unit Objectives 6



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

- Recall the definition of modular furniture
- Identify the different types of modular furniture

Resources to be Used



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



This is the twelfth session of the program that involves the definition and types of Modular Furniture.



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

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



Now, let us begin with a new session, which is about the definition and types of modular furniture. In the previous session, we have had a clear understanding of the MKS and FPS measurement systems and the process of measuring accurately.

Ask



Ask the participants the following questions:

- What do you understand by the term "modular"? Why are modular furniture so popular nowadays?
- Have you ever seen modular furniture? Can you name few types of modular furniture?

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

Elaborate



In this session, discuss the following points:

- Definition of modular furniture
- Different types of modular furniture

Say



In order to get a clearer understanding on the topic, let us participate in an activity.

Activity



From your laptop, show the students few PowerPoint slides, comprising images of different types of Modular Furniture. While navigating along the slides, describe what piece of furniture each slide represents and the visible features of the same.

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

Do



- Maintain a healthy, positive and constructive environment in the class.
- Show enthusiasm about the subject matter and share your opinions on it.
- Ask the students to take part in the interaction by stating their own views on the topic.
- Provide justified consideration to the participation of each student in the class.

- Notes for Facilitation



- Guide the students to answer the questions given in the participant hand book.
- Ask the students whether they have any doubts in mind which they would like to ask.
- Answer all the questions, in a way that is easily understood by all the students.
- Encourage peer learning and team work for better learning experiences.

Unit 5.2: Different Layouts of Modular Furniture Location

Unit Objectives 6



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

Identify the places where modular furniture are essential

Resources to be Used



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

Note



This is the thirteenth session of the program that involves the different layouts of modular furniture.

Do



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

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



Now, let us begin with a new session, which is about the different layouts and locations for Modular Furniture. In the previous session, we have had a clear understanding of the definition and types of Modular Furniture.

Ask



Ask the participants the following questions:

Have you ever visited a modular kitchen? Or a modular bedroom? How many layouts of modular furniture can you think of?

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

Elaborate



In this session, discuss the following points:

- The five main layouts of using modular furniture
- Different types of modular furniture in the kitchen

Say



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

- Activity



- Announce in the class that this activity will help the students to learn about the different layouts of modular furniture location.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, ask him/her to state any one aspect of the different layouts of modular furniture location.
- After the student replies, explain the utility and features of that particular type of furniture layout.
- Continue this activity until all the students have participated and provided their own insight on the safety precautions.
- Allot 30 40 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
State and learn	30 – 40 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.

Notes for Facilitation



- Initiate peer learning in the class.
- Ask the students if they have any doubts which they would like to ask.
- Clarify all the doubts and queries raised by the students, through doubt clarification sessions.
- Provide fair consideration and proper judgment to the participation of each student in the class activities and lessons.

Unit 5.3: Different Process Involved In Assembling and Installation of Products and Various Appropriate Fittings

Unit Objectives 6



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

Illustrate the different processes involved in assembling and installing products like the basic cabinet

Resources to be Used



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

Note



This is the fourteenth session of the program that involves the different processes involved in Assembling and Installation of products and various appropriate Fittings.

Do



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

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

Sav



Now, let us begin with a new session, which is about the different processes involved in assembling and installation of products and various appropriate fittings. In the previous session, we have had a clear understanding of the different layouts and locations for modular furniture.

Ask



Ask the participants the following questions:

· Do you have an idea about the different processes involved in assembling and installation of the different parts of modular furniture?

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

Elaborate



In this session, discuss the following points:

- Ways to integrate different sub assemblies like cabinet accessories
- Different types of kitchen designs
- Ways to create marking to assemble the different parts of the modular furniture
- Ways to gather and place all the tools properly after installation
- Ways to remove all the wastes and debris from the workplace

Do



Take the class for a visit to a nearby furniture workshop / modular furniture showroom, to observe the following:

- Various subassemblies and components of the common cabinet
- The various steps involved in assembling and installation of the same
- Steps involved in removal of debris and cleaning the work area

Activity



- Inform the students that this activity will help them to learn about the different processes involved in assembling and installation of the different products and the appropriate fittings.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the techniques of performing the following –
 - o Ways to integrate different sub assemblies like cabinet accessories
 - o Different types of kitchen designs and their usage
 - o Ways to create marking to assemble the different parts of the modular furniture
 - Ways to gather and place all the tools properly after installation
 - o Ways to remove all the wastes and debris from the workplace
- Ask the students to practise the d different processes involved in assembling and installation of the different products and the appropriate fittings, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different assembling parts, tools and equipment needed for assembling and installation of modular furniture, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Does anyone of you have any doubt regarding the processes observed here? Please let me know. If needed, we will go back and observe the same again.

Do



- Write down the important features of the different assembling and installation procedures of modular furniture, on the white board/flip chart.
- Ask each student to state the usage of each sign.
- Create and maintain a friendly and positive environment in the class.
- Ensure that the contribution of each student receives a justified and fair consideration.

Notes for Facilitation



- Assist the students to answer all the questions in the participant hand book.
- Initiate peer learning in the class, by asking the students to answer each other's doubts and queries.
- Ask if the students have any queries, and answer all their questions in a easy and comprehensive manner.
- Maintain a positive, friendly and constructive environment in the class.
- Ensure that each student is given proper judgment, and fair consideration.

Unit 5.4: Different Types of Tools and Equipment and the Processes of Operating the Same

Unit Objectives 6

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

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

Resources to be Used



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

Note



This is the fifteenth session of the program that involves the different types of tools and equipment and the processes of operating the same.

Do



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

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



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

Ask



Ask the participants the following questions:

• Can anyone throw light on the different tools and equipment used in assembling and installing modular furniture? Can you name a few?

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

Elaborate



In this session, discuss the following points:

- Hand tools
- Power tools
- Fastener and connectors
- Use of woodwork adhesives

Activity



Take the students to the laboratory, show the tools and equipment discussed in class and demonstrate the operating procedures of each.

Activity	Duration (in mins)	Resources Used
Show and Tell	30	Participant handbook, pen, power outlets, tools and equipment (discussed in participant handbook), small writing pad, etc.

Do



Remind the students, while conducting the demonstration, of the Dos and Don'ts of handling and maintaining each tool / equipment. Regarding the tools and equipment, share with the students:

- Types
- Features
- · Pros and cons
- Operating procedures
- Safety guidelines, dos and don'ts

Say



Does anyone of you have any doubt about any tool? Please let me know. I will repeat if required.

- Notes for Facilitation 🗏



- Ask if the students have any queries or doubts regarding the topics being covered in class.
- Encourage peer learning among the students.
- Assist the students to answer all the questions given in the Participant Hand Book.
- Explain and clarify all the questions raised by the students.

An	swers to Exercises for PHB
Exe	ercise:
Fill	in the Blanks:
1.	Two common measuring tools are and Answer: Tape measure, Steel rule
2.	Two common marking tools are and Answer: Steel scriber, Marking knife
3.	A uses hand saws to carry out activities like rough cutting, curved cutting. Answer: Carpenter
4.	The acts as the base for levelling wooden surfaces. Answer: Bench Plane
5.	are used to give shape to a piece of wood and level its rough edges. Answer: Rasps and Files











6. Common Issues, Troubleshooting Knowledge and Method of Conducting Visual Inspection

Unit 6.1 - Common Issues Troubleshooting Knowledge

Unit 6.2 - Method of Conducting Visual Inspection for any Errors or Damages to the Cut Components





Key Learning Outcomes 🕎



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

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

Unit 6.1: Common Issues Troubleshooting Knowledge

Unit Objectives 6



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

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

Resources to be Used



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

Note



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

Do



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

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



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

Ask



Ask the participants the following questions:

Can anyone name few troubles and issues that arise while assembling and installing modular furniture? Write the participants' answer on whiteboard/blackboard. Gather cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following topics:

- Definition of troubleshooting
- The common issues in the assembly and installation of modular furniture

Activity



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

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

Do



- Jot down the important points regarding the different issues which require troubleshooting, on the white board/flip charts.
- Maintain a healthy, safe, and positive environment.
- Ensure that the contribution of each student receives a just and fair consideration.
- Show enthusiasm for the subject matter, share your views on the topics, and ask the students to voice their opinions too.



- Facilitate peer learning in the class, by asking the students to answer each other's questions.
- Ask the students whether they have any queries and doubts which they would like to ask in class.
- Provide befitting replies and explanation to all the queries raised by the students.
- Assist the students to answer all the guestions in the participant hand book.

Unit 6.2: Method of Conducting Visual Inspection for any Errors or Damages to the Cut Components

Unit Objectives 6

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

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

Resources to be Used



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

Note



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

Do



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

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

Say



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

Ask



Ask the participants the following questions:

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

Elaborate



In this session, discuss the following topics:

- Ways to select the ideal place
- Importance of visual inspection in assembly and installation operations
- Methods of conducting visual inspection for any errors or damages to the cut components
- The proper packing techniques

Say



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

Activity



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

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

Do



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

Say



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



- Answer all the questions raised by the students regarding the topics covered in class.
- Conduct doubt clarification sessions, and encourage peer learning.
- Assist the students to answer the questions in the Participant Hand Book.

Ans	wers to Exercises for PHB
Exe	rcise:
Fill	in the Blanks with the correct option (in the braces):
1.	Visual Inspection eliminates chances of
	[Product Recall, Faults, Damages]
	Answer: Faults
2.	does not fall under the scope of Visual Inspection.
	[Discolouration, Scratches, Delayed Delivery]
	Answer: Delayed Delivery
3.	is not an example of Stability and Usage Inspection.
	[Load Test, Impact Test, Viscosity Test]
	Answer: Viscosity Test
1	inspection is essential for checking the appropriate packaging of all pieces and modules to
	protect against abrasions and damages.
	[Aesthetic, Packaging, Quality]
	Answer: Packaging
	of faults and issues helps in avoiding wastage of money, time and manpower.
	[Early detection, Troubleshooting, Escalation]
	Answer: Early detection









7. Maintain Work Area Tools and Machines

- Unit 7.1 Follow Safe Working Practices While at Work
- Unit 7.2 Organizational Procedures for Safe Handling of Tools and Equipment
- Unit 7.3 How to Respond to an Emergency Situation
- Unit 7.4 Organizational Reporting Protocol
- Unit 7.5 Various Types of Safety Signs and What They Mean
- Unit 7.6 Deal With an Accident Which Involves Human Life
- Unit 7.7 Different Types of Personal Protective Gear and Their Usage Their Usage
- Unit 7.8 Appropriate Basic First Aid Treatment Relevant to the Condition
- Unit 7.9 Preventative and Remedial Actions to be Taken in the Case of Exposure to Toxic Materials
- Unit 7.10 Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration



Key Learning Outcomes 💆



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

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

Unit 7.1: Follow Safe Working Practices While at Work

Unit Objectives



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

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

Resources to be Used



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

Note



This is the eighteenth session of the program that involves the safe working practices while at work.

Say



This is the eighteenth session of the program that involves the safe working practices while at work.

Do



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

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

Say



Now, let us begin with a new session, which is about following safe working practices while at work. In the previous session, we have had a clear understanding of the importance of visual inspection and the process of packing.

Ask



Ask the participants the following questions:

- Why is it important to maintain safety at work?
- Can anyone in the class name few hazards that one generally encounters during routine maintenance process?

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

Elaborate



In this session, discuss the following points:

- Ways to follow safe working practices at the workplace
- Different hazards commonly encountered in a furniture workshop

Say



Let us now participate in an activity to understand the concepts in a more concise manner..

Activity



- Inform the students that this activity will help them to learn about the different safe working practices, and the identification of the hazards commonly encountered in the furniture workshop.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the techniques of performing the following –
 - o Different safe working practices
 - o Identification of the hazards commonly encountered in the furniture workshop
- Ask the students to practise the different safe working practices, and the identification of the hazards, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different assembling parts, tools and equipment needed for assembling modular furniture, external props, general craft items, pens, notebooks, White board, markers, flipchart, overhead projector, laser pointer, etc.

Do



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



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

Unit 7.2: Organizational Procedures for Safe Handling of Tools and Equipment

Unit Objectives 6



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

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

Resources to be Used



Participant handbook, pen, small writing pad, whiteboard, markers, laptop, overhead projectors, laser pointer, tools and equipment used by assemblers, etc.

Note



This is the nineteenth session of the program that involves the organizational procedures to safely handle all tools and equipment.



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

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



Now, let us begin with a new session, which is about organizational procedures to safely handle all tools and equipment. In the previous session, we have had a clear understanding of the importance of following safe working practices.

Ask



Ask the participants the following questions:

- Why is it important to follow organizational procedures in handling tools and equipment?
- Can anyone in the class state few precautionary measures to be followed while using sharp and powered tools?

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

Elaborate 4



In this session, discuss the following points:

- Ways to safely handle various tools and equipment
- The health and safety implications of not handling the tools properly
- Ways to gain concrete information regarding the specifications and instructions to make the products

Say



Now that we are aware of the organizational procedures to safely handle all tools and equipment, essential for Lead Assemblers, let us watch few videos to learn more about them.

Activity



- Inform the students that this activity will help them to learn about the ways of safe handling of tools and equipment.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the techniques of performing the following –
- Ways to safely handle all the tools and equipment
- Ways to obtain concrete information on the specifications and instructions to be made on the products
- Ask the students to practise the ways of safe handling of tools and equipment, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different tools and equipment needed for assembling modular furniture, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Do



- Jot down the techniques of handling all the tools and equipment, safely.
- Share your views on the topics, and encourage the students to participate in the discussion by providing their own perspectives.
- Ensure that the students retain a keen interest in the topics being covered in class.
- Maintain a safe, healthy and positive environment.



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

Unit 7.3: How to Respond to an Emergency Situation

Unit Objectives 6



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

Explain the procedure of responding to an emergency situation

Resources to be Used



Participant Handbook, pen, small writing pad, whiteboard, markers, etc.

- Note



This is the twentieth session of the program which talks about the importance of learning the procedure of responding to an emergency situation.

Do



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

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



Now, let us begin with a new session, which is about the importance of learning the procedure of responding to an emergency situation. In the previous session, we have had a clear understanding of the organizational procedures to safely handle all tools and equipment.

Ask



Ask the participants the following questions:

- What do you understand by an "Emergency"? Have you ever encountered an emergency situation?
- Why is it important to respond to an emergency situation on time

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

Elaborate



In this session, discuss the following topics:

- Ways to respond to an emergency situation
- Techniques to undertake first aid activities
- Ways to prevent accidents at the workplace
- Identification of the harmful chemicals and other substances at the workplace
- · General health and safety guidelines to be followed

Say



Now, let us participate in an activity to learn the different ways to respond to emergency procedures at the workplace.

Activity



- Inform the students that this activity will help them to learn about the ways to respond to emergency procedures at the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the techniques of performing the following –
 - Ways to respond to an emergency situation
 - o Techniques to undertake first aid activities
 - o Ways to prevent accidents at the workplace
 - o Identification of the harmful chemicals and other substances at the workplace
 - o General health and safety guidelines to be followed
- Ask the students to practise the ways to respond to emergency procedures at the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Industry Expert session	30	Student ID card, pen, notepad, dais, microphone, bottles of water, glass, whiteboard, marker

Do



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



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

Unit 7.4: Organizational Reporting Protocol

Unit Objectives



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

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

Resources to be Used



Participant Handbook, pen, small writing pad, whiteboard, markers, Hazard Reporting forms, etc.

Note



This is the twenty first session of the program which talks about the importance of abiding by the Organizational Reporting Protocol.

Do



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

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

Say



Now, let us begin with a new session, which is about the importance of abiding by the Organizational Reporting Procedure. In the previous session, we have had a clear understanding of the importance of promptly responding to emergency situations.

Ask



Ask the participants the following questions:

- What do you understand by an "Reporting"? Have you ever reported an emergency situation?
- Why is it important to report an emergency situation on time?

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

Elaborate



In this session, discuss the following points:

- The 6 Cs of reporting protocol
- Ways to identify and report any potential risks, hazards or threats to the concerned authority
- Ways to create the accident/incident report for the authorised people

Say



When you notice a hazard, you should report it immediately to your supervisor. Hazards can be reported verbally or by filling a simple form. Let us have a look at the form.

Activity



Provide each student with a Hazard Report Form and ask them to fill the form carefully so that they do not get confused in future when they are asked to fill up this form.

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



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

Unit 7.5: Various Types of Safety Signs and What They Mean

Unit Objectives



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

• Identify and interpret the various safety signs

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note



This is the twenty-second session of the program, which will give the students an overview of the different types of safety signs and their usage.

Ask



Ask the following questions to the students:

- What is the meaning of the word "safety"?
- Why should safety signs be used?

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

Elaborate



In this session, discuss the following points:

- · Different prohibition signs
- Different mandatory signs
- · Different safety signs
- Different fire escape signs
- Different first aid signs

Say



Now, let us participate in an activity to identify the different safety signs.

Activity



- Inform the students that this activity will help them to learn about the different safety signs.
- With the help of internet, computer/laptop, and projector and laser pointer, display each type of prohibition signs, mandatory signs, safety signs, fire escape signs, and first aid signs, to the whole class.
- Pause on each picture, and ask each student to identify each sign.
- After the identification is done correctly, explain the usage of each sign.
- Continue this activity until all the safety signs have been identified and displayed.
- Encourage a discussion among the students about the use of the different safety signs.
- Allot 30 40 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
Identify and learn	30 - 40 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.



I hope that this activity has helped you to learn about the different safety signs, along with their meaning and usage.



- Write down the names of the different safety signs, along with their meanings, on the white board/flip
- Ask each student to state the usage of each sign.
- Create and maintain a friendly and positive environment in the class.
- Ensure that the contribution of each student receives a just and fair consideration.



- Assist the students to answer all the questions given in the Participant Hand Book.
- Ask if the students have any queries or doubts regarding the topics being covered in class.
- Encourage peer learning among the students.
- Explain and clarify all the guestions raised by the students.

Unit 7.6: Deal With an Accident Which Involves Human Life

Unit Objectives



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

• Discuss how to deal with accidents that involve human life

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note



This is the twenty-third session of the program, which will give the students an overview of the ways of dealing with accidents that involve human lives.

Ask



Ask the participants the following questions:

- Who is an Associate CRM?
- Why do you think that Customer Relationship Managers are important to the IT sector?

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

Elaborate



In this session, discuss the following points:

• Ways to deal with accidents which involve human lives

Say



Let us now participate in an activity to learn more about the ways of dealing with accidents.

Activity



- Announce in the class that this activity will help the students to learn about the different Ways to deal with accidents, which involve human lives.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are part of a team of Lead Assemblers working at a workshop. Suddenly, one of your colleagues is severely injured by a sharp tool or equipment that he/she was using. Profuse bleeding follows the accident, and the person loses consciousness. How will you assist the person and deal with the situation?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you like the activity? I hope that it has helped you to understand the ways of dealing with any accidents at the workplace.



- Maintain a healthy, safe, and friendly atmosphere in the classroom.
- Show enthusiasm about the topic being taught, and encourage the students to participate in the activity.
- Share your thoughts and opinions about the topic, and ask the students to participate in the discussion by putting forward their opinions on the topic.
- Ensure that all the students are paying close attention to the lessons taught in class.



- Ask the students if they have any doubts regarding the topic.
- Encourage peer learning in the class, by asking the students to answer each other's queries.
- Explain all the topics to the students, clearly, and ensure that they have understood the topics thoroughly.
- Instruct the students to answer all the questions in the Participant Hand Book.
- Assist the students when they face any problems in answering the questions.

Unit 7.7: Different Types of Personal Protective Gear and Their Usage Their Usage

Unit Objectives 6



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

Identify the different types of PPE and discuss their use

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note



This is the twenty-fourth session of the program, which will give the students an overview of the different types of personal protective gear/equipment, and learn their usage.



Ask the participants the following questions:

- What is the meaning of the term "Personal Protective Gear/Equipment"?
- Can you cite an example of the common Personal Protective Gear/Equipment used in a Furniture & Fittings workshop?

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

Elaborate



In this session, discuss the following points:

Different types of Personal Protective Gear/Equipment (PPE)



Now, let us all participate in an activity to learn about the different types of PPE.

Activity

- Announce in the class that this activity will help the students to learn about the different types of PPE to be used in a Furniture & Fittings workshop.
- Divide the students into small groups, based on the total batch strength.
- Display the different types of PPE to be used in a Furniture & Fittings workshop, in front of the whole class.
- Ask each group to identify all the PPE, which are displayed.
- After the identification is over, ask each group to demonstrate the ways of using the different types of Personal Protective Gear/Equipment (PPE).
- Allot 1 hour for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practical handling of equipment	1 hour	Different types of ppe needed in the furniture industry, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



I hope that this activity has helped all of you to learn about the ways of using the different types of Personal Protective Gear/Equipment (PPE) at the workplace.



- Write down the names of the different PPE on the white board/flip chart.
- Jot down at least one use of each PPE, corresponding to the names.
- Make sure that all the students are attentive to the lessons taught in class.
- Share your views on the use of the different PPE, and ask the students to also bring forward their own opinions, on the topic, to broaden their perspectives.
- Create a healthy, safe and friendly environment in the class.
- Make sure that the contribution of each student in the class receives a fair and just consideration.



- Ask whether the students have any questions on the topic, which they would like to ask.
- Encourage peer learning and team work in the class.
- Clarify and explain all the queries and doubts put forward by the students.
- Guide the students to answer all the questions in the participant hand book, properly.

Unit 7.8: Appropriate Basic First Aid Treatment Relevant to the Condition

Unit Objectives 6

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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes |



This is the twenty-fifth session of the program. This will provide the students with an overview of the importance of first aid techniques in the management of emergency situations.

Ask



Ask the following questions to the students:

- What is the meaning of the term "First Aid"?
- What are the emergencies at the workplace, which may require first aid techniques?

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

Elaborate



In this session, discuss the following points:

- Importance of first aid techniques in the management of emergency situations
- The essential contents of the first aid box/kit, and ways to use these objects



Now, let us all take part in an activity to learn about the different first aid techniques to be undertaken during emergencies.

Activity

- Announce in the class that this activity will help the students to learn about the different first aid techniques to be undertaken during various emergencies.
- Divide the class into small groups, according to the total strength of the class.
- Choose one student from each group to be the subject on whom the demonstration and practice of the activity will be performed.
- Hold a demonstration session to show and teach the students the first aid techniques to deal with the following emergencies -
 - Eye injuries
 - o Electric shocks
 - Head injuries
 - o Heart attack/stoke
 - Broken or fractured bones
 - Burns and heavy bleeding
- Ask the students to practise the first aid techniques to be undertaken during various emergencies, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



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

Activity 2



- Inform the students that this activity will help them to learn about the contents of the first aid box, and the ways of using these items.
- Divide the students into small groups, based on the total batch strength.
- Display a set of different objects, items and medical equipment commonly present in a first aid box, in front of the whole class.
- Ask each group to identify all the items, which are displayed.
- After the identification is over, ask each group to demonstrate the ways of using the different items, objects, and medical equipment in the first aid box, for various emergencies.
- Allot 1 hour for the entire activity to be completed.
- Mark the students based on their performance in the activity.

• Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practical handling of equipment	1 hour	Different objects, items, and medical equipment required in a first aid box, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say

<u>ه</u>

Were the activities helpful to all of you? I hope that these have helped you to gain a clear knowledge of the different first aid techniques, and the ways of using each object in the first aid box, at the time of emergencies.

Do



- Write down the names of the objects and equipment present in the first aid box, along with their usage, on the white board/flip charts.
- Jot down the features of the commonly types of emergencies and injuries faced in a Furniture & Fittings workshop.
- Maintain a positive and friendly environment.
- Ensure that the students remain attentive to the lessons taught in the class.
- Provide just and fair consideration to the participation of each student in the classroom activities.



- Ask whether the students have any doubts and queries about the topics covered in the class.
- Explain all the doubts and questions raised by the students.
- Ensure that the students have understood everything that is taught in class.
- Instruct the students to answer all the questions in the participant hand book, and assist them if they face any problems.

Unit 7.9: Preventative and Remedial Actions to be Taken in the Case of Exposure to Toxic Materials

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note



This is the twenty-sixth session of the program. This will provide the students with an overview of the preventative and remedial actions to be undertaken in case of exposure to toxic materials.



Ask the following questions to the students:

- What is the meaning of "toxic materials"?
- Can you cite an example of toxic materials that one may across in a Furniture & Fittings workshop?

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

Elaborate



In this session, discuss the following points:

- Ways of preventing and undertaking remedial actions against exposure to toxic solvents
- Ways of preventing and undertaking remedial actions against exposure to toxic flux



Now, let us all take part in an activity to learn about the different ways to prevent, cure and combat any exposure to toxic solvents and toxic flux materials.

Activity



- Inform the students that this activity will help them to lean about the ways to handle, prevent, cure and combat any exposure to toxic solvents and toxic flux materials.
- Divide the class into small groups, according to the total strength of the class.
- Choose one student from each group to be the subject on whom the demonstration and practice of the activity will be performed.
- Hold a demonstration session to show and teach the students the ways to handle, prevent, cure and combat any exposure to the following
 - o Toxic flux
 - Toxic solvents
- Ask the students to practise the ways to handle, prevent, cure and combat any exposure to toxic solvents and toxic flux materials, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different toxic materials, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity useful? I hope that it has helped you to gain a clear concept of the actions to be undertaken during any exposure to toxic flux, solvents and materials.



- Share your insight about the topic, with the whole class.
- Encourage the students to participate in the discussion by putting forward their views on the different toxic materials.
- Write down the important points derived from the lessons, on the white board/flip charts.
- Maintain a healthy, friendly, and constructive environment in the classroom.
- Ensure that the participation of each student in the class receives a fair and just consideration.



- Ask the students to voice their doubts and queries regarding the topics taught in the class.
- Facilitate peer learning in the class, by asking the students to answer each other's questions.
- Provide befitting replies and explanation to all the queries raised by the students.
- Assist the students to answer all the questions in the participant hand book.

Unit 7.10: Maintain Appropriate Environment to Protect Stock from Pilfering, Theft, Damage and Deterioration

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Note



This is the twenty-sixth session of the program. This will provide the students with an overview of the ways to maintain an appropriate environment to protect stock from various types of pilfering, thefts, damage and deterioration.

Ask



Ask the following questions to the students:

- Why is surveillance necessary to maintain a safe workplace environment?
- Why is it necessary to maintain a clean and hazard free environment?

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

Elaborate



In this session, discuss the following points:

- Different types of pilfering, theft, damage and deterioration in the workshop
- Methods of surveillance and monitoring
- Ways to maintain a clean and hazard free working area

Say



Now, let us all take part in an activity to learn about the ways to prevent pilfering, theft, damage and deterioration, through surveillance and monitoring systems at the workshop.

Activity



- Inform the students that this activity will help them to learn more about the surveillance and monitoring systems at the workshop, and the ways to maintain a clean and hazard free environment at the workplace.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of performing the following activities
 - o Ways to maintain surveillance and monitoring at the workplace
 - o Handling materials, machinery and tools correctly and safely
 - o Proper maintenance of machinery, tools and consumables
 - o Handling, using, cleaning and storing all the equipment and machinery, properly and safely
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practice session	40 – 50 minutes	Tools, products and equipment used for in the furniture workshop, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? Let us now take part in another one.

Activity



- Announce in the class that this activity will help the students to learn about the ways to prevent pilfering, theft, damage, and deterioration of objects, equipment, etc.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, ask him/her to state any one way/action of preventing pilfering, theft, damage, and deterioration of objects, equipment, etc.
- After the student replies, explain the utility of that particular way/action in preventing pilfering, theft, damage, and deterioration of objects, equipment, etc.
- Continue this activity until all the students have participated and provided their own insight on the safety precautions.

- Allot 30 40 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
State and learn	30 – 40 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.



Were the activities useful to you? I hope that these have helped you to learn the ways to prevent pilfering, theft, damage and deterioration, through surveillance and monitoring systems at the workshop.



- Write down the important points derived from the lessons covered in the class.
- Ensure that the students pay close attention to the lessons taught in class.
- Show enthusiasm about the topic, and maintain a friendly and comfortable environment in the classroom.
- Share your perspectives on the topic, and encourage the students to share their thoughts too.



- Answer all the questions and doubts raised by the students regarding the ways to maintain a safe work environment.
- Assist the students to answer all the questions in the participant hand book.
- Clarify all the doubts and queries by conducting a doubt clarification session.
- Facilitate peer learning in the class.

Answers to Exercises for PHB

Exercise:

Write Briefly on the Following:

1. Safety while handling powered tools

Answer: Safe handling of power tools can be discussed as:

Before Using

- Appropriate measures should be taken to inspect the tool and the power supply. If the tool or any part / accessory is found defective, it must be either replaced immediately or removed from service and tagged appropriately as "Out of Service for Repair".
- Care should be taken that no defective tool must be used at any point of time.
- All repair and maintenance work must be accomplished by licensed and experienced persons.
- Before operating Powered Tools, the Instruction Manual must be read thoroughly.
- The guidelines and recommendations (by manufacturer) must be stringently followed, as per the Instruction Manual or Directions of Use.
- The tools must be grounded adequately with the help of a three-pronged plug (equipped with relevant 3-wired colour coded cord) and double insulation. This helps in preventing electric shocks.
- All powered tools must be checked with a continuity tester or a Ground Fault Circuit Interrupter (GFCI), for effective grounding.
- Powered tools must be switched off before connecting them to a power supply.
- Powered tools must be switched off before connecting them to a power supply.

While Using

- Issues, like a tool getting heated too soon or appearance of sparks, must be inspected and rectified by a licensed electrician only.
- All power cords must be kept clear of tools and the path along which the tool will operate.
- Approved extension cords, with proper specifications, power requirement (for the tool) and dimensions must be used, to prevent overheating and fraying of the cord.
- Outdoor work must be done with the help of outdoor extension cords labelled with "W-A" or "W".
- Cords must be suspended over the work area to mitigate trips and falls.
- Octopus connections must be avoided by deploying a power bar or power distribution, comprising multiple receptacle plugs.
- While unplugging the tool from the socket, the plug must be pulled gently and not the cord.
- Forcibly pulling the cord leads to fraying and subsequent risk of electric shocks.
- The entire work area must be kept dry and away from heat, sharp edges and oil, to avoid damage of insulation.
- Cords, instead of knots, may be looped, using a twist lock plug.
- Ensure to use Insulated tape for connecting wires and avoid using masking tape.

2. Responding to an emergency situation

Answer: An Emergency can be defined as "a serious, unexpected, and often dangerous situation requiring immediate action." Responding to an Emergency situation, while working at the site, involves the following steps:

Evaluating the Emergency

- One must remain calm and composed during an emergency situation because stress during an emergency complicates things and confuses a person.
- One must critically and rationally think and evaluate the severity of the emergency and determine, what requires to be done on immediate basis.
- One must look for additional help by calling up the emergency toll free number, which would help the caller reach an official or 'dispatcher'.
- The emergency dispatcher aims at providing immediate and appropriate help, depending on the nature and degree of emergency.
- One must help the dispatcher by answering his / her questions and providing the dispatcher with the accurate location and nature of emergency.
- It is recommended that one should call from a GPS equipped phone, so that the dispatcher is able to track the location, even if the caller is unable to speak.
- One must determine the nature of the emergency, i.e. if it is a medical, mental health or
- behavioural emergency.
- One must assess the immediate threats, for example, in case a person is severely injured from a running machine, the machine must be turned off immediately to prevent others from getting hurt as well.

Handling the Emergency

- Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC).
- One must move farther from the emergency spot and help others do the same.
- Evacuation Plans must be adopted and Escape Routes must be taken.
- Secondary Hazards must be eliminated or mitigated, at least. For example, a car accident involves the risk of a violent explosion and fire outbreak resulting from spilled fuel.
- One must help the other victims and take appropriate measures to help the specially abled ones.
- One must never feel guilty if nothing can be done to help the others.
- Once the emergency team arrives, it must be provided with all required and relevant information.
- In case nothing can be done to mitigate the severity of the situation, one must provide support to the others by comforting them, inquiring about their medical history, noting events as they occur, etc. These information may prove crucial for the emergency response team.
- A First Aid kit must be used, wherever applicable.

3. Organizational Reporting Protocol

Answer: The general highlights of the Organizational Reporting Protocol, commonly known as the 6Cs, are:

- **Communicate First** The first source of information during emergency is the preferred source. Crises are time-bound and hence it is important to communicate promptly.
- **Communicate Rightly** Distortion of information due to panic must be avoided. Proper, accurate information must be provided to concerned authorities and this can save lives.
- Communicate Credibly Integrity and truthfulness must never be forgotten during emergencies.
- Communicate empathetically One must wear the shoes of the victims while communicating emergencies.
- **Communicate to instigate appropriate action -** Communicating to the right authorities help in taking the necessary action.
- **Communicate to promote respect** Communicating with the victims with respect help in earning their trust and thus eases the disaster management process.

4. Various Safety Signs and their meanings

Answer: The different types of safety signs are -

- Emergency escape route signs: to display emergency exits
- **Fire equipment safety signs:** to indicate the location of fire equipment and convey compliance with fire precaution regulations
- **Prohibition safety signs:** to indicate prohibited actions Supplementary safety signs: to indicate additional information to be followed by employees Safety equipment signs: to emphasize on the protective equipment to be worn
- Mandatory signs: used as a precaution for the workers
- **Emergency escape signs:** At the time of emergency, workers should adjourn at the safe evacuation place. There are different signs (directions) used to guide the employees to safe place.
- **First aid signs:** In every organization, first aid is a mandatory. Especially, in the organizations that deal with different types of hand and power tools, first aid is a compulsory

5. Different types of PPE and their uses

Answer: Personal Protective Equipment, commonly termed as PPE, is specialized clothing or equipment worn and used by employees for safeguarding themselves against Occupational Health and Safety hazards. Such clothing are aimed at protecting different parts of the body, like hands, eyes, ears, face, feet, head, etc.

The different PPE used are -

- Hand Gloves Used for protecting the hands from harmful and corrosive chemicals, extreme
 temperatures, sharp and contaminated objects. For example, Nitrile gloves are used for protecting
 the hands against solvents, oils, greases, tar, acids and alkalis. Gloves made of natural rubber or
 Latex are used for protection against contaminations and biohazard risks. Asbestos gloves are worn
 while dealing with extremely hot materials.
- Safety Shoes These are made of highly durable and robust material and protect the feet from injuries due to cuts and bruises.
- Safety Goggles These protect the eyes from harmful radiation, dust particles and splinters.
- Masks and Face Shields These are worn especially during welding, gas cutting and brazing
 operations, in order to protect the face from direct flame, extreme temperatures, dust particles
 and splinters.
- **Apron** This protects the clothes from dust and other impurities. These are often heat-resistant and anti-abrasive in nature.
- **Ear Muffs** These are used in extremely noisy places like factories and workshops, in order to protect the ears from deafening.
- **Respirators** These masks, if of the FFP3 (Filtering Face Piece Grade-3) specification, allow a maximum air pollutant leakage of 5% only and filter 99% of all particles measuring up to 0.6 μm.

6. First Aid treatment at work

Answer: The principles of first aid are –

- Act calmly and logically.
- Be in control both of yourself and the problem.
- Be gentle but firm.
- Speak to the casualty kindly but purposefully.
- Build up trust through talking to the casualty throughout the examination and treatment.
- Avoid giving any misleading information.

- Never leave the casualty alone and continue to talk to him/her until the ambulance or doctor arrives.
- Continuously reassure the casualty.
- Send the casualty to a hospital or doctor by the quickest means of transport.
- Always inform the police about serious accidents.
- Inform relatives of the casualty.
- The objectives of first aid are -
- Preservation of life by promptness of action
- Relief from pain
- Prevention of the worsening of illness or injury
- Enhancement of chances of recovery
- Protection of the unconscious or semi-conscious

At the workplace, the health conditions which require immediate first aid treatment are –

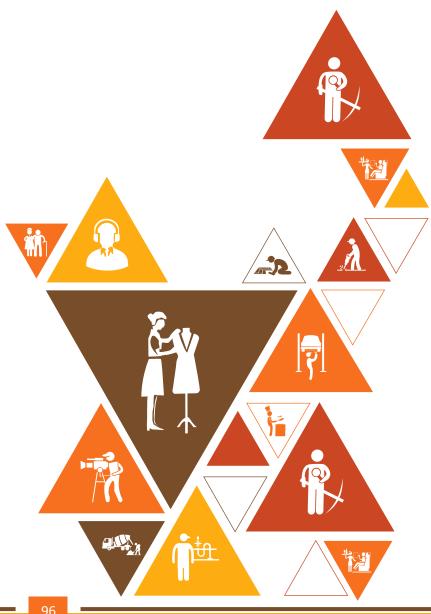
- Heavy bleeding
- Burns
- Broken bones
- Heart attack/stroke
- Head injury
- Electric shock
- · Eye injuries
- 7. Preventative and remedial actions against toxic materials

Answer: The preventative measures against toxic materials are –

- Appropriate PPE, like protective chemical-resistant gloves, respiratory masks (for protection against toxic fumes), aprons, etc. must be worn.
- Initiatives must be taken to provide adequate ventilation to the work area.
- Any spillage of toxic chemicals must be wiped off immediately with wet cloth.
- The containers must be closed tightly after every use, to prevent spillage or leakage of fumes.
- Solvents must be kept away from naked flames, in a cool and dark place.
- All solvents must be stored in neatly labelled containers and provided with MSDS (Material Safety Data Sheets).

The remedial actions against toxic materials are -

- In case of inhalation of toxic solvents or resulting fumes, moving the victim to fresh air immediately, thus exposing the person to adequate oxygen supply.
- In case of skin contact with toxic solvents, the affected area must be washed thoroughly with lukewarm water and soap.
- In case of ingestion, vomiting must be instigated and the stomach must be washed.
- Activated charcoal may be administered in case of ingestion and inhalation.
- In case the eye is affected, it must be splashed and rinsed off with cold water till the effect subsides.







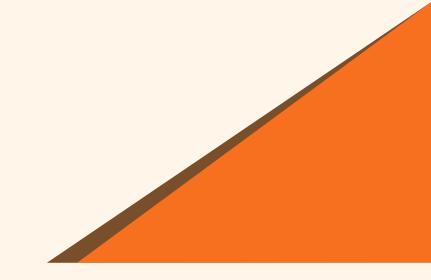




8. Understanding the Organisational Context

- Unit 8.1 Understand the Meaning of Organizational Context for the Job Role
- Unit 8.2 Understand the Organizational Context While Assembling and Installing Modular Furniture
- Unit 8.3 Understand the Organizational Context While Ensuring Health and Safety at Workplace
- Unit 8.4 Understand the Organizational Context While Maintaining The Work Area, Tools And Machines
- Unit 8.4 Understand the Organizational Context
 While Maintaining The Work Area, Tools And
 Machines
- Unit 8.6 Escalation Hierarchy





Key Learning Outcomes 👸



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

- 1. Interpret the meaning of organizational context for the job role
- 2. Recall the organizational context while assembling and installing modular furniture
- 3. Comply with the organizational context while ensuring health and safety at workplace
- 4. Comply with the organizational context while maintaining the work area, tools and machines
- 5. Comply with the organizational context while working effectively with others

Unit 8.1: Understand the Meaning of Organizational Context for the Job Role

Unit Objectives 6



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

Recall the meaning of organizational context for a lead assembler

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the twenty-seventh session of the program, which will give the students an overview of the organisational context for the Lead Assesmblers.



Ask the following questions to the students:

- What is the meaning of the term "organisational context"?
- Why do you think every organisation should have a definite organisational context?

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

Elaborate



In this session, discuss the following points:

- The organisational context for Lead Assembler Modular Furniture
- Mission and vision of the organisation and the job role
- The organisational structure
- The standard operating policies and procedures
- The appropriate organisational behaviour



Now, let us all take part in an activity to learn about the different aspects of the organisational context in a Furniture & Fittings workshop.

- Inform the students that this activity will help them to learn about the different aspects of the organisational context in a furniture workshop.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: Five new members have joined in your team of Lead Assemblers Modular Furniture. How will
 you train them to work according to the organisational context, by following the proper organisational
 structure, displaying the appropriate behaviour, and complying with the Standard Operating Policies
 and procedures?
- Assign 1 hour to complete the entire role-playing activity through a case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

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

Say



Did you like the activity? I hope that it has helped you to understand the different aspects of the organisational context, while working as a Lead Assembler in a Furniture & Fittings workshop.

Do 🗸

- Maintain a healthy, safe, and friendly atmosphere in the classroom.
- Share your thoughts on the topics being taught, with the whole class.
- Encourage the students to participate in the discussion and state their own opinions on the topics.
- Ensure that the students remain attentive in class, and participate in all the group activities, for better learning experiences.



- Ensure that the contribution of each student in the class is given a just and fair consideration.
- Ask the students if they have any doubts/queries that they would like to ask.
- Conduct a doubt clarification session, and clear all the questions raised by the students.
- Assist the students of answer all the questions given in the participant hand book.

Unit 8.2: Understand the Organizational Context While Assembling and Installing Modular Furniture

Unit Objectives



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

• Comply with the organizational context while assembling and installing modular furniture

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the twenty-eighth session of the program, which will give the students an overview of the organisational context to be followed while assembling and installing modular furniture.

Ask



Ask the following questions to the students:

- What is the meaning of the term "modular furniture"?
- Why is it important to follow the organisational context while assembling and installing modular furniture?

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

Elaborate



In this session, discuss the following points:

- Various organizational processes, rules, codes
- Different organizational procedures and formalities
- Various statutory responsibilities under organizational legislation and regulations
- Ways to gather information about the organization's clients
- Ways to get acquainted with the various types of designs of the products
- The relevant safety and security procedures
- The assembly process/ product line
- Different terminology, abbreviations, symbols, dimension matrix, etc.
- Ways to proper disposal system for waste and by-products

Say



Now, let us all take part in an activity to learn about the organisational context to be followed while assembling and installing modular furniture in a Furniture & Fittings workshop.

Activity



- Announce in the class that this activity will help the students to learn about the different aspects of the organisational context to be followed while assembling and installing modular furniture.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of following
 - o Various organizational processes, rules, codes
 - o Different organizational procedures and formalities
 - o Ways to gather information about the organization's clients
 - o The relevant safety and security procedures
 - o Ways to proper disposal system for waste and by-products
 - o Different organizational procedures and formalities
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practice session	40 – 50 minutes	Tools, products and equipment used for in the furniture workshop, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity useful? I hope that it has helped you to gain a clear knowledge of the ways of following the organisational context to be followed while assembling and installing modular furniture in a Furniture & Fittings workshop.

Do



- Write down the important points derived out of the lessons taught in the class, on the white board/ flip charts.
- Maintain a healthy, safe and friendly environment.
- Voice your opinions about the topics and ask the students to take part in the interaction.
- Ensure that the students pay close attention to the lessons taught in class.
- Provide justified consideration and fair judgment to the participation and contribution of each student in the class.



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

Unit 8.3: Understand the Organizational Context While Ensuring Health and Safety at Workplace

Unit Objectives



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

· Recall the organizational context while ensuring health and safety at workplace

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

- Note



This is the twenty-ninth session of the program, which will give the students an overview of the organisational context while ensuring health and safety at workplace.

Ask



Ask the following questions to the students:

- Why is it necessary to follow the organisational context to maintain the health and safety?
- Can you cite an example of a way to maintain health and safety in the workplace, following the organisaitonal context?

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

Elaborate



In this session, discuss the following points:

• The organisational context while ensuring health and safety at workplace

Say



Now, let us all take part in an activity to learn about the organisational context while ensuring health and safety at the Furniture & Fittings workplace.



- Announce in the class that this activity will help the students to learn about the different aspects of the organisational context to be followed while assembling and installing modular furniture.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of following the organisational context while ensuring health and safety at the workplace, properly.
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practice session	40 – 50 minutes	Tools, products and equipment used for in the furniture workshop, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the ways to maintain and comply with the organisational context to be followed while assembling and installing modular furniture.



- Jot down the important points derived out of the lessons, on the white board/flip chart.
- Ensure that all the students are attentive to all the lessons and classroom activities.
- Share your opinions about the topic with the whole class, and ask the students to participate in the interaction and voice their thoughts.
- Make sure that the contribution of each student is given proper judgment and fair consideration.



- Answer all the questions raised by the students on the relevant topics.
- Ask the students whether the students have any doubts or queries, and clarify them in an easily comprehendible way.
- Assist all the students to answer the questions given in the participant hand book.

Unit 8.4: Understand the Organizational Context While Maintaining The Work Area, Tools And Machines

Unit Objectives



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

• Recall the organizational context while maintaining the work area, tools and machines

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirtieth session of the program, which will give the students an overview of the organisational context while maintaining the work area, tools and machines.

Ask



Ask the following questions to the students:

- Why is it necessary to maintain the tools and machines used in the workplace?
- Can you cite an example of a way to maintain the work area?

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

Elaborate



In this session, discuss the following points:

The organisational context while maintaining the work area, tools and machines

Say



Now, let us all take part in an activity to learn about the organisational context while maintaining the work area, tools and machines at the Furniture & Fittings workplace.



- Announce in the class that this activity will help the students to learn about the ways of maintaining the organisational context while maintaining the work area, tools, and machines.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing the following activities -
 - Maintenance of the work area
 - o Maintenance of the tools and equipment used in the workplace
- Ask the students to practise the ways of maintaining the organisational context while maintaining the work area, tools, and machines, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity useful? I hope that it has helped you to understand the ways of maintaining the organisational context while maintaining the work area, tools, and machines.

Do



- Write down the important aspects of performing maintenance activities for the work area, and the different tools and equipment.
- Maintain a healthy and friendly atmosphere in the class.
- Ensure that all the students are paying close attention to the lessons and activities conducted in the
- Provide fair judgment and justified consideration to the participation of each student in the class.



- Ensure that all the students are comfortable in the class.
- Ask the students whether they have any queries about the lessons being taught in the class.
- Clarify all the questions raised by the students.
- Instruct the students to answer the questions in the participant hand book, and assist them in doing so.

Unit 8.4: Understand the Organizational Context While Maintaining The Work Area, Tools And Machines

Unit Objectives 6



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

Interpret the organizational context while working effectively with others

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - first session of the program, which will give the students an overview of the organisational context while working effectively with others.

Ask



Ask the following questions to the students:

- Why is it important to work in a team?
- How can organisational context be used in working effectively?

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

Elaborate



In this session, discuss the following points:

The organisational context while working effectively with others



Now, let us all take part in an activity to learn about the organisational context while working effectively with others at the Furniture & Fittings workplace.



- Inform the students that this activity will help them to learn about the different aspects of the organisational context while working effectively with others.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of following the organisational context while working effectively with others, properly.
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practice session	40 – 50 minutes	Tools, products and equipment used for in the furniture workshop, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you like the activity? I hope that it has helped you to understand the ways of complying with the organisational context while working effectively with others at the workplace



- Share your views on the topics, and encourage the students to participate in the discussion by providing their perspectives.
- Ensure that the students retain a keen interest in the topics being covered in class.
- Maintain a safe, healthy and positive environment.
- Show enthusiasm about the topic, and inspire the students to participate in all the group activities to work effectively with others.



- Conduct a doubt clarification session to explain all the doubts and queries raised by the students.
- Encourage peer learning in the class.
- Guide the students to answer all the questions in the participant hand book.

Unit 8.6: Escalation Hierarchy

Unit Objectives



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

- · Explain the hierarchy of an organization
- · Assess the importance of reporting

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - second session of the program. This will give the students an overview of the hierarchy of an organisation, and the importance of reporting issues using the escalation hierarchy.

Ask



Ask the following questions to the students:

- What is the meaning of the word "hierarchy"?
- Why is it necessary to maintain the escalation hierarchy in any organisation?

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

Elaborate



In this session, discuss the following points:

- The hierarchy of an organisation
- The importance of reporting issues using the escalation hierarchy
- the order of escalation and reporting hierarchy

Say



Now, let us all take part in an activity to learn about the organisational context while working effectively with others at the Furniture & Fittings workplace.



- Inform the students that this activity will help them to learn about the ways of maintaining the organisational and escalation hierarchy in any organisation.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are part of a team of Lead Assemblers who are assigned a particular project. While working, you encounter some problems for which you will have to report to the higher authority. How will you follow the organisational hierarchy and escalate the matters appropriately?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to gain a clear knowledge of the ways of maintaining the organisational and escalation hierarchy in any organisation.

Do



- Write down the important positions of the organisational hierarchy, on the white board/flip chart.
- Share your thoughts on the relevant topics, and ask the students to participate in the interaction by voicing their opinions on the matter.
- Create and maintain a friendly, positive and constructive environment in the class.
- Ensure that the students pay attention to all the activities and lessons conducted in the class.



- Ask the students whether they have anything to ask regarding the lessons taught in the class.
- Encourage peer learning in the class by asking the students to answer each other's questions, for advanced learning experiences.
- Conduct a doubt clarification session to answer all the questions raised by the students.

Answers to Exercises for PHB

Write 2-3 lines on each of the following:

1. Mission statement and its importance.

Answer: The Mission includes the following aspects:

- A formal summary of the aims, goals (long and short term) and values of an organization
- Describes the fundamental purpose (why it exists) behind running an organization, in terms of benefits to itself and the public
- Example: The mission statement of Woodpecker Furniture is "to create millions of happy homes by meeting customer's expectations."
- 2. Meaning of Organizational Context.

Answer: The Organisational Context includes the following aspects:

- Defines how task allocation, coordination and supervision are routed towards achieving organizational goals and targets
- Example: In a Divisional Structure, an organization groups all the workers into teams, based on similar or same products, projects or clients
- 3. Implication of Vision of an organization.

Answer: The Vision of the organisation includes the following aspects:

- An organization's road map, which indicates its plans and directions for transformation and growth
- Example: The vision of Hammel Furniture is "We aim at being one of the best furniture manufacturers of storage and dining furniture, designed with functionality, high quality and affordable prices in mind."
- 4. Understanding the organizational context while maintaining the work area, tools and machines.

Answer: The orgnisational context while maintaining the work area, tools and machines may be discussed as –

- Learning about various organizational processes, rules, codes: There is a set of Standard Operating
 Procedures (SOPs) for the assembly and installation of each modular furniture or unit. As a part
 of the organizational context, a Lead Installer must thoroughly learn, abide by and refer to the
 SOP, before starting an operation. Apart from the SOPs, a Lead Installer must also thoroughly read
 and follow the Instruction Manuals and Directions of Use for the tools, equipment and chemicals
 required for assembly and installation of modular furniture. In case of accidents and deviations from
 protocols, the Lead Installer must report the same according to the standard Escalation Hierarchy.
- Knowing the organizational procedures and formalities: A Lead Installer must understand that successful Assembly and Installation does not involve doing the work alone, mechanically. There are few other important aspects of the Assembly and Installation processes that a Lead Installer must consider. Procedures and formalities like appropriate documentation, accepting client's payment, reporting, calling up and asking for the clients' permission before reaching their home for installation, greeting the client on visit, using PPE, etc. must be learned and completed during work. Recognising statutory responsibilities under organisational legislation and regulations: A
- Lead Assembler must abide by all clauses in his / her job responsibilities and code of conduct,

which are considered statutory as per the organizational legislation and regulations. The role and responsibilities of a Lead Assembler, depending on the situation and the phase of the project, must switch between that of a Team Player and a Team Leader. During the process and during each phase of the project, the Lead Assembler must identify the mandatory clauses in his / her job responsibilities and play the role accordingly. It is important that on the initiation of an assignment or project, the Lead Assembler is subjected to an induction or a training session, on his / her work area and related responsibilities.

- Gathering information about the organization's clients: Generally, Lead Assemblers are grouped in the organisational hierarchy as per the clients and assignments they are working in. It is extremely crucial for a Lead Assembler to understand the requirements and specifications of a given assignment or task, before laying hands on it. Apart from reading the Work Order carefully, a person can also gather relevant and fruitful information about the assignment or job by knowing and understanding the client he / she would be working for. This can be accomplished by interacting with senior colleagues and supervisors, who have worked for the same client / s previously. Knowing the organization's clients help not only in understanding the project better, but also in handling objections, if any.
- Getting acquainted with the various types of designs of the products: Apart from the general style of furniture available in the market as "popular trends", any business organization, that manufactures, assembles and installs modular furniture, design their own products. An organization's own products are unique, in terms of type of design, make, style and utility. The more unique and special a product, the more difficult it is for its competitors to replicate its design and features. This uniqueness of the products helps an organization build or strengthen its brand value and reputation in the market. In order to assemble and install a given product accurately and as per the given specifications, a Lead Assembler must get familiarized with the various types of designs of the products available with the organization.
- Familiarising about the relevant safety and security procedures to be followed: While carrying out
 the assembly and installation operations, Lead Assemblers must take adequate safety and security
 measures, to protect themselves and others in the workplace against potential risks and hazards.
 Such procedures include SOPs, Instruction Manuals, Dos and Don'ts of carrying out the operations
 as well as using, storing and maintaining PPE. One must never miss or avoid Mock Drills and Safety
 Training Sessions, because these are the sessions, where the actual safety measures, during
 different disasters, hazards and emergencies, are enacted, simulated and demonstrated practically.
- Learning about assembly process/ product line: The Assembly Line is a manufacturing and sequentially progressing process, which comprises of parts and components getting added at every stage until the final finished product is obtained at the end of the line. Automatically moving the semi- finished assembly from one work station to another, sequentially, involves less time and labour. Each worker and machine works on one part and these parts are finally put together to make the finished object. This manufactures a product much faster than with handcrafting-type methods, where one person makes, assembles and installs the whole object.
- The components and parts that get added at each stage are often interchangeable. Interchangeable
 parts / components have almost identical specifications, which ensures that a part / component
 of one Assembly will easily fit into another, keeping the efficiency of the Line intact. This reduces
 the Cost of Manufacturing of a product to a great extent, thus leading to the production of more
 affordable products. The Assembly Line process is faster than workers manually carrying parts to
 a stationary point for assembly operations. One of the most prominent areas of application of the
 Mechanical Assembly process is assembling Modular Furniture.
- Learning about terminology, abbreviations, symbols, dimension matrix etc.: As a part of the profession, Lead Assemblers must be well aware of the common glossary of terms, symbols abbreviations and Dimension matrices available with the employer organization. A Dimension Matrix helps in mapping a given furniture with the standard dimensions and guidelines for manufacture and repair.









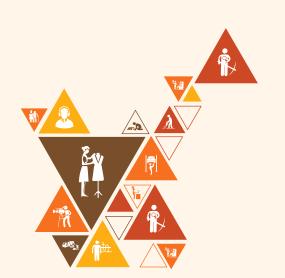


9. Safe Lifting Practices and Ergonomics

Unit 9.1 - Safe Lifting Practices

Unit 9.2 - Correct Body Postures

Unit 9.3 - Correct Lifting, Loading and Unloading and Handling Procedures





Key Learning Outcomes 🕎



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

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

Unit 9.1: Safe Lifting Practices

Unit Objectives



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

• Identify and practise the safe lifting practices

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - third session of the program to give the students an overview of the safe lifting practices to be undertaken at the workplace.

Ask



Ask the following questions to the students:

- Why is it necessary to lift weight or load safely?
- What can happen if safety and precautions are not taken before lifting heavy weights?

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

Elaborate



In this session, discuss the following points:

• The safe lifting practices

Say



Now, let us all take part in an activity to learn about the safe lifting practices to be undertaken at the workplace.



- Announce in the class that this activity will help the students to learn about the different safe lifting practices.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing safe lifting practices to lift heavy load or weights in the workplace.
- Ask the students to practise the ways of performing safe lifting practices to lift heavy load or weights in the workplace, and machines, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity useful? I hope that all of you now have a clear knowledge of the safe lifting practices to be followed at the workplace.



- Create and maintain a positive, healthy and safe atmosphere in the class.
- Jot down the important points derived from the lessons taught in the class.
- Show enthusiasm for the topics, and share your insight with the class, and ask the students to also take part in the interaction.
- Make sure that each students receives a fair judgment and just consideration in the class, due to his/ her contribution.



- Guide the students to answer all the guestions in the participant hand book.
- Ensure that all the topics have been clearly understood by each student in the class.
- Ask if the students have any queries or doubts relevant to the topics, which they would like to ask.
- Answer all the questions raised by the students, through a doubt clarification session.

Unit 9.2: Correct Body Postures

Unit Objectives



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - fourth session of the program to give the students an overview of the importance of ergonomics for the job role, and the ways to maintain correct body postures while standing, working, and carrying heavy materials.

Ask



Ask the following questions to the students:

- What is meant by the term "ergonomics"?
- Why is it important to maintain a correct body posture while standing, working, and carrying heavy loads?

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

Elaborate



In this session, discuss the following points:

- Importance of ergonomics for the job role
- Ways to maintain correct body postures while standing, working, and carrying heavy materials

Say



Now, let us all take part in an activity to learn about the correct body postures and ergonomics to be maintained at the workplace.



- Inform the students that this activity will help them to learn about the correct body postures and ergonomics to be maintained at the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing correct body postures and ergonomics to be maintained at the workplace.
- Ask the students to practise the ways of performing correct body postures and ergonomics to be maintained at the workplace, and machines, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the different ways of correct body postures and ergonomics to be maintained at the workplace.

Do



- Write down the important techniques of maintaining proper body postures and ergonomics, on the white board/flip chart.
- Share your opinion about the topic, and ask the students to voice their thoughts too.
- Make sure that the students are attentive to all the lessons and class activities.
- Provide proper judgment and fair consideration to all the students' participation in the class.



- Instruct the students to try to answer all the questions given in the participant hand book.
- If the students have any queries or doubts regarding the topics, clarify those through a doubt clarification session.
- Encourage peer learning in the class, and show enthusiasm about the relevant topics, for better learning processes.

Unit 9.3: Correct Lifting, Loading and Unloading and Handling Procedures

Unit Objectives



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - fifth session of the program. It will give the students an overview of the hazards associated with handling heavy loads, the steps to lift, carry or move heavy wooden furniture and using approved safe working practices, and the ways of working in a comfortable position with the correct posture.

Ask



Ask the following questions to the students:

- What are the most common hazards that you may encounter in a Furniture & Fittings workshop?
- Why is it important to follow safe working practices while handling loads?

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

Elaborate



In this session, discuss the following points:

- The hazards associated with handling heavy loads
- Steps to lift, carry or move heavy wooden furniture and using approved safe working practices
- Ways of working in a comfortable position with the correct posture

Say



Now, let us all take part in an activity to learn about the different hazards and the consequent safe working practices which should be followed to avoid those at the workplace.

Activity

- Inform the students that this activity will help them to learn about the different hazards and the consequent safe working practices which should be followed to avoid those at the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing the following practices –
 - o Steps to lift, carry or move heavy wooden furniture and using approved safe working practices
 - o Ways of working in a comfortable position with the correct posture
 - o identification of the probable hazards
- Ask the students to practise the different safe working practices which should be followed to avoid the hazards at the workplace, and machines, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the different hazards and the consequent safe working practices which should be followed to avoid those at the workplace.

Do



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



- Ask if the students have any questions or doubts regarding the topics covered in class.
- Answer all the doubts and queries of the students for better comprehension of the topics.
- Initiate peer learning among the students, and instruct them to answer each other's questions.
- Assist the students to answer all the questions mentioned in the participant hand book.

Answers to Exercises for PHB

Exercise:

Answer the Following Questions Briefly:

1. What is Ergonomics?

Answer: Ergonomics, in simple terms, is the "science of work". Ergonomics is the scientific process of designing or arranging work areas, equipment and systems, so that they become apt for the people using them. Ergonomic practices aim at improving the general health and working conditions of people, thus, in turn, improving their productivity at work. Ergonomic practices help in identifying the occupational health hazards due to various environmental factors and methods of eliminating or mitigating them.

2. What are the benefits of Ergonomic practices at work?

Answer: The benefits of Ergonomics practices at work are -

- Improved employee productivity
- Reduced costs
- Improved quality of work
- Improved employee involvement
- · Enhanced safety at work
- Nowadays, any organisation takes up active initiatives in promoting ergonomic practices via frequent training programs.
- 3. State any 3 safe lifting practices as recommended by OSHA.

Answer: The safe lifting practices as recommended by OSHA are -

- Check the exact weight of an object before moving it.
- Always size up the load. Get help from others for heavy objects.
- Chose the flattest, straightest, and clearest route before your lift the object.
- 4. Why is neutral posture preferred to awkward posture?

Answer: In neutral body posture, a person's body is aligned and balanced, at sitting, working or standing positions, thus imposing minimal stress on the body and keeping the joints aligned. Neutral postures lessen the stress exerted on the musculoskeletal system, thus promoting maximum control over the task and efficiency.

On the contrary, Awkward body postures move away from the neutral body postures, away from the comfort zone, towards the extremes in the range of motion. This exerts greater stress on the body's musculoskeletal system.

5. When are inline and pistol grips used?

Answer: the inline grips are used for small drives, which have dimensions between 1-4 inches to 3-8 inches. It enables the user to regulate the weight and the increased torque feedback. The pistol grip is used for the drives of the lower medium range, which have dimensions between 1-2 inches to 1 inches. It allows the user to have a better control and regulation on the higher level of torque.

6. What are the hazards associated with handling heavy loads?

Answer: The hazards associated with handling heavy loads are -

- Weight of the heavy materials, leading to stress on muscles, discs and vertebral column
- Bad and awkward postures, like bending while lifting, and carrying load on one shoulder or with one arm
- Frequent and prolonged lifting and carrying of heavy materials
- Inadequate Handholds, like boxes without or with inappropriately shaped handles
- Environmental factors like extremely hot conditions, where the carrier gets easily fatigued by perspiration and extremely cold conditions, where the cold leads to lower muscle flexibility











10. Safe Cleaning and Waste Management Practices

- Unit 10.1 Importance of Good Housekeeping
- Unit 10.2 Different Types of Cleaning Equipment & Substances and their Use
- Unit 10.3 Safe Working Practices for Cleaning and the Method of Carrying Them Out
- Unit 10.4 Common Types of Waste and Contaminants in Workplace
- Unit 10.5 Effects of Contamination on Products
- Unit 10.6 Different Ways of Minimizing Waste
- Unit 10.7 Know-How of Cleaning Process and Waste Disposal Procedures





Key Learning Outcomes 👸



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

- 1. Discuss the importance of good housekeeping
- 2. Discuss the use of the different types of cleaning equipment & substances and their use
- 3. Identify the safe working practices for cleaning and the method of carrying them out
- 4. Identify the common types of waste and contaminants in workplace
- 5. Discuss the different ways of minimizing waste
- 6. Explain the effects of contamination on products

Unit 10.1: Importance of Good Housekeeping

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty - sixth session of the program. It will give the students an overview of the importance of applying good housekeeping practices at all times, and the ways of good housekeeping to prevent fire hazards.

Ask



Ask the following questions to the students:

- What is the meaning of the term "housekeeping"?
- Why is it necessary to undertake good housekeeping practices at the workplace?

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

Elaborate



In this session, discuss the following points:

- Importance of applying good housekeeping practices at all times
- Ways of good housekeeping to prevent fire hazards



Now, let us all take part in an activity to learn about the different good housekeeping practices to prevent the occurrence of hazards at the workplace.

- Inform the students that this activity will help the students to learn about the different good housekeeping practices to be followed at the workplace.
- Divide the class into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students the ways of performing the different good housekeeping practices to be followed at the workplace.
- Ask the students to practise the different good housekeeping practices which should be followed to avoid the hazards at the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity helpful? I hope that it has been useful to learn about the different good housekeeping practices to prevent the occurrence of hazards at the workplace.

Do



- Create a healthy, positive and safe environment in the class.
- Write down the important features of the techniques of good housekeeping at the workplace.
- Share your knowledge about the relevant topics, and instruct the students to take part in the discussion.
- Ensure that the students are paying close attention to all the classroom activities and lessons taught in the class.



- Ask the students to answer all the questions mentioned in the participant hand book.
- Explain and clarify all the questions and doubts raised by the students through a doubt clarification session.
- Facilitate peer learning processes, and provide justified consideration to the participation of each student in the class.

Unit 10.2: Different Types of Cleaning Equipment & Substances and their Use

Unit Objectives



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty – seventh session of the program to give the students an overview of the different types of cleaning equipment, substances and their usage.

Ask ask



Ask the following questions to the students:

- What is the primary way of using the cleaning equipment and substances?
- Why are cleaning equipment and substances required in a Furniture & Fittings workshop?

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

Elaborate



In this session, discuss the following points:

• Different types of cleaning equipment, substances and their usage

Say



Now, let us all take part in an activity to learn about the different types of cleaning equipment, substances and their usage at the workplace.



- Announce in the class that this activity will help the students to learn about the different types of cleaning equipment, substances and their usage at the workplace.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of using the different types of cleaning equipment, substances at the workplace, properly.
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	Duration (in mins)	Resources Used
Practice session	40 – 50 minutes	Substances, tools, products and equipment used for cleaning, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you like the activity? I hope that it has helped you to know about the different cleaning equipment and substances to be used in a Furniture & Fittings workshop.



- Take down the important features of using the different types of cleaning equipment and substances in the workplace.
- Maintain a healthy, safe and sound environment in the class.
- Make sure that the students retain a keen interest in all the topics taught in class.
- Share your views on the topic and encourage the students to take part in the discussion.
- Provide justified consideration and fair judgment to the participation of all the students in the class.



- Ask all the students to answer the questions given in the participant hand book.
- Clarify all the doubts and queries raised by the students related to the relevant topics.
- Conduct a doubt clarification session, and encourage peer learning in the class

Unit 10.3: Safe Working Practices for Cleaning and the Method of Carrying Them Out

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty – eighth session of the program to give the students an overview of the different methods of safe working practices for cleaning the workplace.



Ask the following questions to the students:

- Can you cite an example of the safe working practices to be undertaken for cleaning?
- What are the common cleaning methods?

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

Elaborate



In this session, discuss the following points:

Different methods of safe working practices for cleaning the workplace



Now, let us all take part in an activity to learn about the different methods of safe working practices for cleaning the workplace.



- Inform the students that this activity will help them to learn about the different methods of safe working practices for cleaning the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing the following methods of cleaning –
 - o Vacuuming
 - Abrasive blasting
 - o Acoustic cleaning
 - o Steam cleaning
 - o Flame cleaning
- · Sterilisation by autoclaving
- Ask the students to practise the different methods of safe working practices for cleaning the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity useful? I hope that it has helped you to learn about the different ways of cleaning the work place, by using safe working practices.

Do



- Write down the important points derived out of the lessons covered in the class, on the flipcharts/ whiteboard.
- Encourage all the students to take part in the discussion and share their views on the relevant topics.
- Show enthusiasm for the subject matters, and ensure that all the students are fully attentive to the lessons taught in class.
- Create a healthy, positive and friendly atmosphere in the class, to make the students feel comfortable.



- Ask whether the students have any doubts regarding the topics taught in class.
- Answer all the doubts and queries of the students, in an easily comprehendible way.
- Guide the students to answer the questions in the participant hand book, and assist them wherever they face a problem.

Unit 10.4: Common Types of Waste and Contaminants in Workplace

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the thirty – ninth session of the program to give the students an overview of the common types of waste in the workplace, and the common types of contaminants in the workplace.

Ask



Ask the following questions to the students:

- What is meant by the term "waste"?
- What are "contaminants" and why are these harmful?

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

Elaborate



In this session, discuss the following points:

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



Now, let us all take part in an activity to learn about the different methods of identifying wastes and contaminants in the workplace.



- Inform the students that this activity will help them to learn about the ways of identifying and disposing of wastes and contaminants in the workplace.
- Divide the students into small groups, based on the total batch strength.
- Ask each group to demonstrate the ways of identifying the different types of wastes and contaminants in the workplace, and ways to dispose them, effectively.
- Allot 40 50 minutes for the entire activity to be completed.
- Mark the students based on their performance in the activity.
- Appreciate the best performance in the class.

Activity	/	Duration (in mins)	Resources Used
Practice ses	ssion	40 – 50 minutes	Substances, tools, products and equipment used in the furniture workshop, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped all of you to learn about the different wastes and contaminants, commonly found in a Furniture workshop, and the ways of disposing these, appropriately.

Do



- Write down the important features of the wastes and contaminants on the white board/ flip charts.
- Share your opinions on the matter and ask the students to put forward their views about the disposal of wastes and contaminants in the workplace.
- Show enthusiasm for the subject and maintain a friendly environment in the class.
- Ensure that the participation of all the students in the class receives a justified and fair consideration.



- Clarify all the doubts and queries of the students regarding the topics taught in class.
- Ensure that all the students feel comfortable and at ease in the class.
- Conduct a doubt clarification session and encourage peer learning practices.
- Assist the students to answer the questions in the participant hand book.

Unit 10.5: Effects of Contamination on Products

Unit Objectives 6



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

Discuss the effects of common contaminants on furniture

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fortieth session of the program to give the students an overview of the effects of common contaminants on different furniture.



Ask the following questions to the students:

- What are the most commonly found contaminants found in the furniture workshop?
- How can the contaminants affect the different furniture?

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

Elaborate



In this session, discuss the following points:

- The effects of moisture
- The effects of Microorganisms, Insects and Rodents
- The effects of dust and corrosive chemicals



Now, let us all take part in an activity to learn about the effects of common contaminants on different furniture.

- Announce in the class that this activity will help the students to learn about the effects of common contaminants on different furniture.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group ask him/her to state any one effect in which moisture, microorganisms, insects, rodents, dust and corrosive chemicals on the various types of furniture.
- After the student replies, explain the impact of the particular factors on the different types of furniture.
- Continue this activity until all the students have participated and provided their own insight on the effects of the contaminants on the different furniture samples.
- Allot 30 40 minutes for this activity.
- Mark the students based on their performance in this activity

Activity	Duration (in mins)	Resources Used
State and learn	30 – 40 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.



Did you like the activity? I hope that it has helped you to learn about the different effects of the contaminants on the various kinds of furniture.



- Take down the names of the contaminants and their effects on furniture styles, on the flip chart/white board.
- Share your opinions on the topics and ask the students to take part in the conversation.
- Ensure that all the students pay close attention to the lessons.
- Maintain a healthy and positive environment.
- Ensure that each student is given justified and fair consideration for his/her participation in the class activities.



- Ask the students whether they have any questions on the subjects matters, which they would like to ask.
- Conduct a doubt clarification session to clear all the doubts of the students.
- Inspire the students to participate in peer learning activities.
- Assist them to answer all the questions in the participant hand book.

Unit 10.6 Different Ways of Minimizing Waste

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty - first session of the program. It will give the students an overview of the use of different materials to minimise wastes, and the ways to dispose of waste safely in the designated locations.



Ask the following questions to the students:

- Can you cite examples of the materials which can be used to minimise wastes at the workplace?
- Can you state any one way of disposing wastes, safely and properly?

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

Elaborate



In this session, discuss the following points:

- The use of different materials to minimise wastes
- The ways to dispose of waste safely in the designated locations



Now, let us all take part in an activity to learn about the ways of minimising wastes at the workplace.

- Inform the students that this activity will help them to learn about the ways of minimising wastes at the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the ways of performing the following
 - o Using different materials to minimise wastes
 - Ways to dispose of waste safely in the designated locations
- Ask the students to practise the different ways of minimising wastes at the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to know about the ways minimising wastes at the workplace.

Do



- Ensure that the students pay close attention to the class lessons and activities.
- Maintain a healthy and friendly atmosphere in the class.
- Share your thoughts on the ways of minimising wastes in the workplace, and write down the important relevant points on the White Board/Flip Charts.
- Ensure that the contribution of each student in the class is given a fair judgment.
- Be enthusiastic about the topics, and interact with the students to make them feel comfortable.



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

Unit 10.7: Know-How of Cleaning Process and Waste Disposal **Procedures**

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty - first session of the program. It will give the students an overview of the proper procedure of cleaning the work site and tools and equipment, and the common waste disposal procedures.



Ask the following questions to the students:

- How can one clean the work site using different equipment?
- Can you cite an example of the common procedures of waste disposal?

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

Elaborate



In this session, discuss the following points:

- The proper procedure of cleaning the work site and tools and equipment
- The common waste disposal procedures



Now, let us all take part in an activity to learn about the cleaning process and the procedures of waste disposal.

- Announce in the class that this activity will help the students to learn about cleaning process and the procedures of waste disposal.
- Display the samples of the different types of wastes commonly found in the furniture workshop, in front of the whole class.
- Hold a demonstration session to show the students the ways of handling, dealing and disposing of each type of waste materials and contaminants.
- Ask the students to practise the different ways of disposing the various wastes, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required at the workplace, possible wastes, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



I hope that the activity has helped you to learn about the cleaning process and the procedures of waste disposal.

Do



- Take down the important features derived out of the demonstration and practice sessions.
- Share your views regarding the importance of undertaking proper disposal of wastes.
- Maintain a positive, constructive, and friendly environment.
- Make sure that the students pay close attention to the topics being taught in class.
- Ensure that the contribution of each student is given fair judgment.



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

Answers to Exercises for PHB

Exercise:

Answer the Following Questions Briefly:

1. What are the benefits of good housekeeping practices?

Answer: The benefits of good housekeeping practices are -

- Easy flow of materials
- Reduced chances of workplace accidents
- Reduced employee exposure to dust, fumes and debris
- Enhanced control over tools, equipment and other elements of inventory
- Optimized productivity due to efficient maintenance and timely repair
- Improved workplace hygiene, leading to improved employee health and, in turn, productivity
- Efficient space management by eliminating clutters
- Improved preventive maintenance and subsequent decrease in chances of property damage
- 2. Name few liquid cleaning agents.

Answer: Liquid cleaning agents can be either diluted in a little water or used directly with a dry cloth. Some of the commonly used liquid cleaning agents are solvents, acids, absorbents, disinfectants, antiseptics, etc.

3. Why are acids and alkalis used in cleaning?

Answer: Acids are used for the removal of metal stains. Vinegar and lemon are used for the removal of tarnish of copper and brass and of mild water stains on bathtubs, etc. More resistant water stains may be removed with stronger acids such as oxalic acid or hydrochloric acid. This should be only used under strict and experienced supervision so that it is used carefully and not in excess.

Caustic soda, sodium hydroxide and ammonia are alkalis and are used as grease emulsifiers and stain removal agents. Strong alkaline cleaning agents based on caustic soda in flakes or in liquid form are available for the cleaning, of blocked drains, and other large industrial equipment. Extreme care is to be taken in their use as they are very strong and are highly corrosive.

4. Name few manual cleaning equipment.

Answer: The equipment used for manual cleaning are -

- Funnel
- Rubber Spatula
- Floor Mop
- Bowl Swab
- Plastic Caddie
- Spray BottleCobweb Cleaner
- Dust Pan and Brush
- Bucket and Mug
- Squeegees
- Scrubbing Brush

- Sponge
- Scraper
- 5. What are the common cleaning methods in a workshop?

Answer: The common cleaning methods in a workshop are -

- Vacuuming
- Abrasive Blasting
- Acoustic Cleaning
- Steam Cleaning
- Flame Cleaning
- Sterilization by Autoclaving
- 6. What are the common types of waste?

Answer: The common types of wastes are -

- Liquid waste
- Solid waste
- Organic waste
- Recyclable waste
- Hazardous waste
- 7. What is a Contaminant? Give a few examples.

Answer: A Contaminant can be defined as "a substance that adversely affects the environment and its elements, through breathable air, soil, water and food". The most common types of contaminants that one comes across in daily life are:

- Biological Contaminants: These include microorganisms, rodents and harmful insects.
- **Chemical Contaminants:** These comprise salts, soluble metals, toxins, pesticides, etc. These are naturally occurring or man-made.
- **Physical Contaminants:** These include sediment and other organic matter. These can alter the physical appearance and properties of water and air.
- Radioactive Contaminants: These comprise materials like Uranium, Plutonium, Radium, etc. These are extremely hazardous for the environment due to the presence of an unbalanced amount of neutrons and protons, which may result in emission of harmful radiations.
- 8. Why does Wood expand in the monsoon season?

Answer: Wood expands in the monsoon season as it is hygroscopic in nature, i.e. it readily absorbs and accumulates moisture, leading to multiple defects, including unusual expansion of wood and open joints. This results in variations in size and creation of excessive or inadequate spacing around pre-fitted joints.

9. Why do Termite-afflicted furniture turn flimsy?

Answer: Infestation by Fungi (Molds) lead to discolouration and disfiguration of furniture. Insects like Termites, Carpenter Ants, Wood Borers and Powderpost Beetles cause serious damages to wood (natural wood and its products) furniture by chewing and grinding through the furniture or building nests in it, thus rendering the furniture flimsy.

10. What are the different ways of minimising waste?

Answer: The different ways of minimising waste are -

- **Resource Optimization:** Raw materials must be used to the fullest, so that minimal waste is procured while converting the raw materials into finished products.
- **Recycling of Scrap Material:** Scraps, when created, must immediately be incorporated in the manufacturing process, so that they get reused completely as raw material.
- Enhanced Quality Control: This can be implemented by minimizing the number of rejects per batch.
- This is easily achievable with a higher frequency of careful inspection, accompanied with constant monitoring.
- Exchange of Waste: Some wastes cannot be completely eliminated from the manufacturing process.
- Such waste can be effectively managed via Waste Exchange techniques, where the waste procured in a certain process becomes the raw material of another, and vice versa.









11. Ensure Health and Safety at Workplace

- Unit 11.1 Common Health and Safety Hazards in a Work Environment and Related Precautions
- Unit 11.2 Potential Risks and Threats
- Unit 11.3 Potential Hazards and Risks Which May be Present at Furniture & Fittings Related Workplace
- Unit 11.4 Storage and Handling of Hazardous Substances
- Unit 11.5 Common Health and Safety Practices at Workplace
- Unit 11.6 Different Risks Associated with the Use of Electrical Equipment



Key Learning Outcomes 💆



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

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

Unit 11.1: Common Health and Safety Hazards in a Work **Environment and Related Precautions**

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty - second session of the program. It will give the students an overview of the health and safety hazards associated with the workplace.



Ask the following questions to the students:

- What is the primary difference between hazards, risks and threats?
- What are the common types of hazards which you may encounter in a furniture workshop?

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

Elaborate



In this session, discuss the following points:

- Differences between Risk, Hazard and Threat
- The meaning of Occupational Hazards
- The common health and safety hazards
- The other categories of hazards
- The use of pictograms and symbols in identifying hazards
- The common methods of identifying hazards

Say



Now, let us all take part in an activity to learn about the concepts in a better way.

Activity



- Inform the students that this activity will help them to learn about the different types of health, safety and occupational hazards at the workplace.
- Divide the students into small groups, according to the total batch strength.
- Select one student from each group, ask him/her to state any one type of health, safety and organisational hazard that one may encounter in a furniture workshop, and a possible solution corresponding to the hazard.
- After the student replies, explain the particular hazard, its impact on the workplace and the employees, and its possible remedial measures.
- Continue this activity until all the students have participated and provided their own insight on the different hazards at the workplace.
- Allot 30 40 minutes for this activity.
- Mark the students based on their performance in this activity.

Activity	Duration (in mins)	Resources Used
State and learn	30 – 40 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.

Say



Was the activity helpful? Let us now take part in another one.

Activity



- Inform the students that this activity will help them to learn about the different ways of identifying various hazards at the workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are working with your team of Lead Assemblers in a workshop. There are some harmful chemicals lying open, tangled up electric wires causing frequent sparks, waste materials, and mechanical vibrations emitted by different tools and equipment. How will you assess and identify the different hazards, appropriately, for quick remedial actions?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.

Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity useful? I hope that it has helped you to learn about the different health and safety hazards in a workplace.

Do



- Maintain a healthy and safe environment in the class.
- Ensure that all the students are paying close attention to the lessons taught in class.
- Share your insight on the relevant topic, and ask the students to take part in the discussion by voicing
- Provide justified consideration and fair judgment to the participation of each student in the class.
- Write down the important features related to the various hazards at the workplace, on the White Board/Flip Chart.



- Answer all the questions and clarify all the doubts raised by the students in the class.
- Encourage peer learning for them to build a rapport among themselves, for team work activities.
- Assist the students to answer all the questions in the participant hand book.
- Explain all the topics to the students in an easily comprehendible way.

Unit 11.2: Potential Risks and Threats

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty - third session of the program. It will give the students an overview of the Risk Management process, the importance of Risk Assessment matrix, and the Risk Control strategies.



Ask the following questions to the students:

- What is meant by the Risk Management process?
- What is the Risk Assessment matrix and how is it used?

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

Elaborate



In this session, discuss the following points:

- The risk management process
- The importance of risk assessment matrix
- The risk control strategies



Now, let us all take part in an activity to learn about the potential risks and threats associated with the workplace.

- Inform the students that this activity will help them to learn about the ways of identifying and combating the potential risks and threats associated with a workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: A fire suddenly breaks out in a furniture workshop, destroying quite a considerable portion of the area. The fire could be controlled and mitigated quickly. Now, how will you assess the risks and create the risk management matrix to prevent and control such incidents in the future?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture designing processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



I hope the activity has helped you to learn about the different potential risks and threats associated with the workplace.

Do



- Maintain a healthy, constructive and friendly environment.
- Write down the important features related to the different hazards on the white board/flip charts.
- Ensure that all students are paying attention to the lessons and activities conducted in the class.
- Be enthusiastic about the topics, and share your insightful knowledge on the different techniques of risk management and control, with the whole class.



- Guide the students to answer all the questions given in the Participant Hand Book.
- Ask whether the students have any queries regarding the topics covered in class.
- Clarify all the doubts and queries of the students, through a doubt clarification session.
- Encourage peer learning among the students.

Unit 11.3: Potential Hazards and Risks Which May be Present at Furniture & Fittings Related Workplace

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – fourth session of the program. It will give the students an overview of the potential hazards and risks associated with Furniture & Fittings Related Workplace, ways to get acquainted with common hazardous substances, and the safety measures while handling glass, heavy wood, materials, chemicals, etc.

Ask



Ask the following questions to the students:

- What is the primary safety measure to be undertaken by the Lead Assemblers?
- What are the potential hazards which can be caused by toxins and carcinogens?

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

Elaborate



In this session, discuss the following points:

- The potential hazards and risks associated with Furniture & Fittings Related Workplace
- Ways to get acquainted with common hazardous substances
- The safety measures while handling glass, heavy wood, materials, chemicals, etc.



- Announce in the class that this activity will help the students to learn about the potential risks and hazards associated with a workplace.
- Distribute a sheet of paper to each student in the class.
- Ask them to write the about any one type of hazard commonly faced in the furniture workshop, its possible causes/sources, and its probable remedial measures/solutions.
- After finishing this activity, tell the students to exchange their write-ups with their partners, to see and learn from what the others have written.
- Mark the students based on their performance in this activity.
- Allot 20 30 minutes for this activity.

Activity	Duration (in mins)	Resources Used
Identify the hazards	20 – 30 minutes	Notebook, pen, pencil, eraser, sharpener, participant hand book, laptop, white board, markers, overhead projector, flipchart, internet connectivity, etc.



Was the activity useful? I hope that it has helped you to learn more about the different types of risks, threats and hazards associated with a Furniture & Fittings workplace.



- Take down the names of the different hazards and risks on the whiteboard/flipcharts.
- Ask the students to read out each hazard and state the causes and solutions of it.
- Share your opinion on the topics being taught in class, and ask the students to put in their insight and perspectives on the topics.
- Make sure that the contribution and participation of each student in the class receive a fair judgment and consideration.
- Engage in a conversation with the students on the relevant topic, and ask them to voice their opinions regarding it.



- Ask the students if they have any queries or any observations on the topics being covered in class.
- Instruct the students to answer all the questions mentioned in the participant hand book.
- Facilitate peer learning in the class, and conduct doubt clarification sessions to answer all the questions raised by the students.

Unit 11.4: Storage and Handling of Hazardous Substances

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – fifth session of the program. It will give the students an overview of the proper material handling procedure to control damage and personal injury.

Ask



Ask the following questions to the students:

- What are the hazardous substances commonly found in a furniture workshop?
- How can hazardous substances affect the Lead Assemblers working in the furniture workshop?

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

Elaborate



In this session, discuss the following points:

- Biological hazards
- Chemical hazards
- Radioactive hazards
- Flammable and explosive hazards



Now, let us all take part in an activity to learn about the proper handling procedures for hazardous substances and materials.

- Inform the students that this activity will help them to learn about the ways of handling the different forms of hazardous substances.
- Display some samples of the different hazardous substances that the Lead Assemblers may encounter in a furniture workshop.
- Hold a demonstration session to show and teach the students ways of handling the following
 - o Biological hazards
 - o Chemical hazards
 - o Radioactive hazards
 - o Flammable and explosive hazards
- Ask the students to practise the different ways of handling the various hazardous substances, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to understand the different techniques of handling the hazardous substances and materials in the workplace.

Do



- Write down the names of the different hazardous substances on the white board/flip charts.
- Voice your views and opinions on the topic, and encourage the students to participate in the interaction.
- Maintain a healthy, constructive, and positive ambience.
- Provide fair judgment and consideration to each student for their participation in the class activities.



- Initiate peer learning among the students.
- Ask if the students have any questions or doubts regarding the topics covered in class.
- Answer all the doubts and gueries of the students for better comprehension of the topics.

Unit 11.5: Common Health and Safety Practices at Workplace

Unit Objectives 6



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

Identify the common health and safety practices at workplace for lead assemblers of modular furni-ture

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – sixth session of the program to give the students an overview of the common health and safety practices at the workplace.

Ask



Ask the following questions to the students:

- Why it is important to maintain health and safety practices at a workplace?
- Can you cite examples of some health and safety practices to be followed?

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

Elaborate



In this session, discuss the following points:

- The health and safety guidelines at the workplace
- Safety measures against electrical equipment
- Safe handling and disposal of waste materials and debris
- Ways to respond during a fire outbreak, any accident, an earthquake, or any other calamities



Now, let us all take part in an activity to learn about the common health and safety practices at the workplace.



- Announce in the class that this activity will help the students to demonstrate the different health and safety practices to be followed in a workplace.
- Display some samples of the different hazardous substances that the Lead Assemblers may encounter in a furniture workshop.
- Hold a demonstration session to show and teach the students ways of handling the following –
- The health and safety guidelines at the workplace
- Safety measures against electrical equipment
- Safe handling and disposal of waste materials and debris
- Ways to respond during a fire outbreak, any accident, an earthquake, or any other calamities
- Ask the students to demonstrate the different health and safety practices to be followed in a workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you like the activity? I hope it has helped you to learn about the different health and safety practices at the workplace.



- Take down the important points related to the topics taught in the class, on the whiteboard/flipcharts.
- Ask the students to voice their opinions on the matter, and share your own views and insight on the subject.
- Provide proper judgment and fair consideration to each student for their participation in the class activities and lessons.
- Maintain a safe, healthy and constructive environment in the class.



- Ask if the students have any questions regarding the subject matter.
- Clarify and explain all the doubts and queries raised by the students.
- Guide the students to answer all the questions in the Participant Hand Book.

Unit 11.6: Different Risks Associated with the Use of Electrical Equipment

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – seventh session of the program to give the students an overview of the different risks associated with the use of electrical equipment, and the ways to free a person from electrocution.

Ask ask



Ask the following questions to the students:

- What is meant by "electrocution"?
- What are the most common risks associated with the use of electrical equipment?

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

Elaborate



In this session, discuss the following points:

- Different risks associated with the use of electrical equipment
- Ways to free a person from electrocution
- Good hygiene practices



Now, let us all take part in an activity to learn about the common risks while using electrical equipment.



- Inform the students that this activity will help them to learn about the different risks associated with the use of electrical equipment.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students the ways of performing the following –
- Ways to handle electrical equipment, correctly
- Ways to free a person from electrocution
- Good hygiene practices
- Ask the students to demonstrate the ways to deal with electrical equipment in the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity helpful? I hope that it has helped you to learn about the different risks associated with the use of electrical equipment in the workplace.



- Share your views on the topics, and encourage the students to participate in the discussion by providing their perspectives.
- Ensure that the students retain a keen interest in the topics being covered in class.
- Maintain a safe, healthy and positive environment.
- Write down the important points derived out of the lessons, on the white board/flip charts.
- Provide justified consideration to the participation of each student in the class.



- Explain and clarify all the doubts and queries of the students.
- Encourage peer learning in the class.
- Instruct the students to answer the questions in the Participant Hand Book, and assist them in doing so.

Answers to Exercises for PHB

Exercise:

State if the following statements are TRUE or FALSE:

1. PPE is optional for the workers in a factory. [T/F]

Answer: F

2. Toxic materials fall under hazard. [T/F]

Answer: T

3. Modularity is an approach of designing furniture, which involves subdividing a system into numerous small building blocks, or elementary components. [T/F]

Answer: T

4. Decision-making falls under Core & Generic Skills. [T/F]

Answer: F

5. HAZOP can be defined as the estimation, evaluation and mitigation of risks. [T/F]

Answer: F







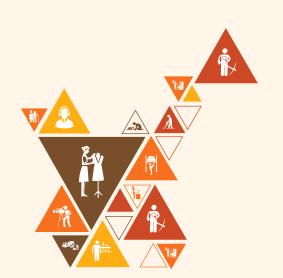


12. Fighting Fire

Unit 12.1 - Various Causes of Fire

Unit 12.2 - Different Types of Fire Extinguishers and their Use

Unit 12.3 - Techniques of Using the Different Fire Extinguishers





Key Learning Outcomes 🙄



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

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

Unit 12.1: Various Causes of Fire

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – eighth session of the program. It will give the students an overview of the various causes of fire outbreak in the workplace.



Ask the following questions to the students:

- What is the most common source of fire in the furniture workshop?
- What are the ways of extinguishing fire?

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

Elaborate



In this session, discuss the following points:

- Various sources of fire
- Various causes of fire in the workplace
- The methods of extinguishing fire
- The appropriate procedure in case a of fire emergency



Now, let us all take part in an activity to learn about the various causes of fire and the ways to combat it.

- Inform the students that this activity will help them to learn about the various causes of fire and the ways to combat it.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students the ways of performing the following –
- The methods of extinguishing fire
- The appropriate procedure in case a of fire emergency
- Ask the students to demonstrate the ways to deal with a fire outbreak in the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Fire extinguishers, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the various causes of fire and the ways to combat it.

Do



- Write down the important points related to the various causes of fire on the whiteboard/flipcharts.
- Maintain a safe, healthy, friendly and positive environment.
- Ensure that the students remain attentive in class.
- Provide justified consideration and judgment to the participation of each student in the class.



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

Unit 12.2: Different Types of Fire Extinguishers and their Use

Unit Objectives 6



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

Discuss the different types of fire extinguishers and their use

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the forty – ninth session of the program. It will give the students an overview of the use of different types of fire extinguishers in the workplace.

Ask



Ask the following questions to the students:

- What are the different forms of fire extinguishers?
- Which form of fire extinguisher is most commonly used in a furniture workshop?

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

Elaborate



In this session, discuss the following points:

The use of different types of fire extinguishers



Now, let us all take part in an activity to understand the topic in a better way.



- Inform the students that this activity will help them to learn the usage of the different types of fire extinguishers.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students the ways of using the different types of fire extinguishers.
- Ask the students to demonstrate the ways of using the different types of fire extinguishers, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different fire extinguishers, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the ways of using the different forms of fire extinguishers.

Do



- Check that all the contributions of all the students receive appropriate consideration and judgment.
- Write down the important features of the different forms of fire extinguishers on the white board/flip charts.
- Share your views on the topic with the whole class, and encourage the students to take part in the interaction.



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

Unit 12.3: Techniques of Using the Different Fire Extinguishers

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fiftieth session of the program. It will give the students an overview of the ways of using the various appropriate fire extinguishers on different types of fires, in the workplace.

Ask



Ask the following questions to the students:

- What are the different classes of fire?
- How can one identify the use of a particular fire extinguisher for a specific fire?

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

Elaborate



In this session, discuss the following points:

The ways of using the various appropriate fire extinguishers on different types of fires



Now, let us all take part in an activity to understand the ways of using the various appropriate fire extinguishers.



- Inform the students that this activity will help them to learn the ways of using the various appropriate fire extinguishers on different types of fires.
- Divide the students into small groups, according to the total batch strength.
- Hold a demonstration session to show and teach the students the ways of using the using the various appropriate fire extinguishers on different types of fires.
- Ask the students to demonstrate the ways of using the different types of fire extinguishers, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Different fire extinguishers, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to learn about the ways of using the various appropriate fire extinguishers on different types of fires, at the workplace.



- Write down the important features regarding the different classes of fires and the use of the different fire extinguishers.
- Share your views and opinions on the subject matter and ask the students to participate in the interaction.
- Keep a healthy, friendly and safe atmosphere in the class.
- Ensure that the students pay close attention to the lessons, and are provided fair judgment.



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

Answers to Exercises for PHB

Exercise:

1. What are the 3 components of the Fire Triangle?

Answer: Fire is the result of a reaction primarily involving oxidation of combustible substances. When oxidation of combustible substances takes place, heat and light are produced, leading to Fire. The three things are essential for a fire to occur and these can be represented by 3 arms of a triangle, which are –

- Heat
- Fuel
- Oxygen or Oxidant
- 2. How does Faulty Electrical Wiring take place?

Answer: Faulty Electrical Wiring is one of the most common causes of fire outbreaks in the workplace. Faulty Electrical Wiring includes:

- Outdated and frayed wires and cables
- Misuse of portable heaters, which includes putting them extremely close to inflammable surfaces like upholstery, couches, chairs, desks, rugs and carpets
- Misuse of Extension Cords by plugging in appliances into Extension Cords and not directly into outlets
- Misuse of cords by letting them run under rugs (made of combustible fibre)
- Removal of the Grounding Plug from a cord, in order to use it in a two-pronged electrical outlet
- Installation of lamps and light bulbs with a wattage specification, too high for the existing outlets
- 3. Name few common Fire Hazards.

Answer: The common fire hazards include combustible and inflammable materials like waste paper, cardboards, wood, saw dust, hay, straw, liquid fuels, gas cylinders, etc.

4. What is a Short Circuit? Why does a Short Circuit often lead to fire?

Answer: Short Circuit faults occur, when the circuit in an electrical apparatus allows a current to travel along an accidental path with NIL or extremely low resistance. Short Circuit is caused by internal breakdown of equipment, resulting in the deterioration of insulation. Short Circuit is also caused by insulation failure due to lightning surges, overloading of equipment due to overheating, physical damage, etc.

5. What are the different classes of Fire?

Answer: The different classes of fire are -

- Class A: fires involving solid materials such as wood, paper or textiles
- Class B: fires involving flammable liquids such as petrol, diesel or oils
- Class C: fires involving flammable gases like propane, butane, methane, etc.
- Class D: fires involving combustible metals like sodium, magnesium, potassium, lithium, titanium, aluminum, etc.
- Class F: fires involving cooking oils such as in deep-fat fryers











13. Work Effectively with Others

- Unit 13.1 Work Effectively with Others
- Unit 13.2 Importance of Effective Communication and Establishing Good Working Relationships with Other
- Unit 13.3 Prepare and Organize Work
- Unit 13.4 Decision Making
- Unit 13.5 Problem Solving
- Unit 13.6 Manage Anger and Stress
- Unit 13.7 Manage Time
- Unit 13.8 Set Goals for Oneself and the Team
- Unit 13.9 Understanding Technical Drawings and Blueprints



Key Learning Outcomes 🙄



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

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

Unit 13.1: Work Effectively with Others

Unit Objectives



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

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

Resources to be Used



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

Note



This is the twenty ninth session of the program which talks about Work Effectively with Others, Effective Communication, Organize Work and Decision Making.

Do



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

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

Say



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

Ask



Ask the participants the following questions:

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

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

Elaborate



In this session, discuss the following points:

- Importance of working effectively with others to achieve goals
- Responsibilities and objectives of the job role
- Personal roles and responsibilities
- Importance of having correct understanding of work task and objective
- Ways and use of keeping the work area clean
- The quality standards for the assigned work task and objective
- The procedure of reporting in case of any deviation
- The principles of Furniture & Fittings manufacturing and installation
- Importance of discipline and ethics for professional success
- Disciplined behaviour for a professional behaviour

Say



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



- Inform the students that this activity will help them to learn about the ways of working effectively with others, and maintaining effective communication at the workplace.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the ways of
 - o Importance of having correct understanding of work task and objective
 - o Ways and use of keeping the work area clean
 - o The quality standards for the assigned work task and objective
 - o The procedure of reporting in case of any deviation
 - o Disciplined behaviour for a professional behaviour
- Ask the students to practise ways of working effectively with others, and maintaining effective communication at the workplace, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Do



- Maintain a healthy, safe and friendly environment.
- Write down the important aspects of the topics covered in class on the white board/flip charts.
- Show enthusiasm for the topic, share your views on these with the class, and ask the students to take part in the interaction.
- Provide fair consideration and proper judgment to the contribution of each student in the class activities and lessons.



- Ask the students if they have any queries which they would like to ask.
- Answer all the questions raised by the students in the class.
- Facilitate peer learning and team work, for better learning experiences.
- Assist the students to answer all the questions mentioned in the participant hand book.

Unit 13.2: Importance of Effective Communication and **Establishing Good Working Relationships with Other**

Unit Objectives 6



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

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

Resources to be Used



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

Note



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



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

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

Sav



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

Ask



Ask the participants the following questions:

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

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

Elaborate



In this session, discuss the following points:

- The components of effective communication
- Various components of the communication cycle
- Types of communication
- Barriers in communication
- · Importance of active listening
- Different types of people required to communicate and coordinate with in an organisation
- Ways of expressing and addressing grievances properly
- Importance of supporting co workers for smooth functioning of work
- Importance and ways to manage interpersonal conflict effectively
- Different core and generic skills

Say



Let us now participate in a game, in order to understand the importance of Problem solving, managing Stress, Time and setting Goals.

Activity



- Inform the students that this activity will help them to know about the ways of maintaining effective communication and good working relationships.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You have newly joined a team of Lead Assemblers Modular Furniture. You are very new to the process and unaware of the ways to communicate and make a good working relation with the co—workers. How will you display the following actions at the workplace?
 - o Effective communication through the communication cycle
 - Types of communication
 - o Barriers in communication
 - Importance of active listening
 - Ways of expressing and addressing grievances properly

- o Supporting co workers for smooth functioning of work
- Ways to manage interpersonal conflict effectively
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



- Take down the important points related to the topics taught in the class, on the whiteboard/flipcharts.
- Ask the students to voice their opinions on the matter, and share your own views and insight on the subject.
- Provide proper judgment and fair consideration to each student for their participation in the class activities and lessons.
- Maintain a safe, healthy and constructive environment in the class.



- Ask if the students have any questions regarding the subject matter.
- Clarify and explain all the doubts and queries raised by the students.
- Guide the students to answer all the questions in the participant hand book.

Unit 13.3: Prepare and Organize Work

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - third session of the program. It will give the students an overview of the importance and benefits of preparing, planning and organising work, the steps involved in preparing, planning and organising work, and the methods adopted to prepare, plan and organise work.



Ask the following questions to the students:

- Why is it necessary to plan and organise the work?
- What are the ways in which you can plan and organise work to finish it on time?

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

Flaborate



In this session, discuss the following points:

- The importance and benefits of preparing, planning and organising work
- The steps involved in preparing, planning and organising work
- The methods adopted to prepare, plan and organise work



Now, let us all take part in an activity to understand the ways of preparing, planning and organising work.



- Inform the students that this activity will help them to know about the ways of planning, preparing and organising work, properly.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You have assigned a set of ten tasks to be completed within five days. How will you organise, plan and prepare the work to finish all the tasks on time?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you like the activity? I hope that it has helped you to know about the ways of planning, preparing and organising work, properly.



- Maintain a healthy, friendly and constructive environment in the class.
- Jot down the important features derived out of the lessons and activities conducted in the class.
- Share your insight on the topics, and ask the students to share their opinions too.
- Ensure that each student participates in the class activities, and is given a fair judgment and consideration.



- Clarify all the doubts and queries of the students, in a clear and concise manner.
- Conduct doubt clarification sessions, and encourage peer learning in the class.
- Guide the students to answer all the questions given in the participant hand book.

Unit 13.4: Decision Making

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - fourth session of the program. It will give the students an overview of the requirements of decision making, and the steps involved in the decision making process.



Ask the following questions to the students:

- Why is it important to take decisions regarding various matters?
- How can decision making help us in our daily lives and work?

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

Elaborate



In this session, discuss the following points:

- Requirements of decision making
- The steps involved in the decision making process



Now, let us all take part in an activity to understand the different aspects of decision making in the workplace.



- Inform the students that this activity will help them to learn about the different aspects of decision making in the workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are a part of a team of Lead Assemblers who are faced with a dilemma regarding the
 work on a particular project. Due to lack of proper resources and infrastructure, it is difficult for you to
 proceed to the next step. How will you take proper decisions and undertake the steps of the decision
 making procedure?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Did you like the activity? I hope that it has helped you to understand the different aspects of decision making in the workplace.

Do



- Create and maintain a healthy, safe and friendly atmosphere in the class.
- Show enthusiasm about the subject matter and encourage the students to speak up on the relevant topics.
- Share your insightful knowledge regarding the topics, with the whole class.
- Jot down the important points derived out of the role plays on the white board/flip charts.



- Ask whether the students have in questions in mind which they would like to ask.
- Conduct doubt clarification sessions to explain all the queries to the students in an easy and concise manner.
- Ask the students to answer all the questions given in the participant hand book, and help them out whenever they face a trouble.
- Encourage peer learning among the students by asking them to answer each other's doubts and questions.

Unit 13.5: Problem Solving

Unit Objectives 6



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

- Identify the steps involved in solving a problem, using analytical and critical thinking abilities
- List the strategies adopted by a lead assembler for solving problems at workplace

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - fifth session of the program. It will give the students an overview of the steps involved in solving a problem, using analytical and critical thinking abilities, and the strategies adopted for solving problems at the workplace.



Ask the following questions to the students:

- Why is it important to solve the problems that arise in the workplace?
- Why are analytical and critical thinking abilities necessary for the employees in a workplace?

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

Elaborate



In this session, discuss the following points:

- The steps involved in solving a problem
- The strategies adopted for solving problems at the workplace



Now, let us all take part in an activity to understand the different aspects of solving problems in the workplace.



- Inform the students that this activity will help them to learn about the steps and strategies to be used to solve problems.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You are working with a team of Lead Assemblers in the workshop. Suddenly you find that
 most of the tools and equipment required in the process, are not working properly, and need to be
 repaired or replaced as soon as possible. How will you solve this problem and carry pout the work
 successfully?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity helpful? I hope that it has assisted you to learn about the different aspects of solving problems in the workplace.

Do



- Jot down the important aspects derived from the role play activities on the white board/flip charts.
- Share your knowledge about the need for problem solving abilities, at the workplace.
- Ask the students to participate in the discussion and voice their views and opinions on the topics.
- Ensure that fair judgment and consideration is provided to each student for his/her participation in the class.



- Create and maintain a friendly and positive environment in the class.
- Ask the students if they have any queries which they would like to ask.
- Explain and answer all the questions raised by the students in the class.
- Instruct the students to try and answer all the questions given in the participant hand book.

Unit 13.6: Manage Anger and Stress

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - sixth session of the program. It will give the students an overview of the techniques of managing anger and stress at the workplace.



Ask the following questions to the students:

- Why is it important to manage anger and stress at the workplace?
- What are the negative effects caused by excessive anger or stress regarding problems at the workplace?

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

Elaborate



In this session, discuss the following points:

- The common methods involved in managing anger
- The effects of stress
- The ways to manage work stress



Now, let us all take part in an activity to understand the ways to manage anger and stress at the workplace.



- Announce in class that this activity will help the students to learn about the ways to manage anger and stress at the workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: You have been assigned to finish a number of difficult tasks within a very short deadline.
 Consequently, you are becoming stressed and angry about the work, which is ultimately affecting the work that you are doing. How will you manage your anger and stress in this situation, and carry out the work effectively?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity useful? I hope that it has helped you to understand the different aspects of managing stress and anger, at the workplace.

Do



- Maintain a positive and friendly atmosphere in the class.
- Write down the significant points derived out of the lessons, on the white board/flip charts.
- Ensure that the students are paying close attention to all the activities and lessons conducted in the class.
- Share your views on the topic with the whole class, and ask them to also participate in the interaction.



- Make sure that all the students are comfortable and at ease in the class.
- Ask them if they have any questions on the topics covered in the class.
- Answer all the questions raised by the students, in an easily comprehendible manner.
- Instruct the students to answer the questions in the participant hand book, and help them in doing so.

Unit 13.7: Manage Time

Unit Objectives 6



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

Explain the importance of managing time

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - seventh session of the program to provide the students an overview of the importance of managing time at the workplace.



Ask the following questions to the students:

- Why is time management important?
- How can you manage time effectively in the workplace?

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

Elaborate



In this session, discuss the following points:

Importance of managing time at the workplace



Now, let us all take part in an activity to understand the importance of managing time at the workplace.



- Inform the students that this activity will help them to recognise the importance of managing time at the workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: Within the span of 48 hours, you have to finish four tasks/assignments. How will you manage time effectively to finish the entire work within the assigned deadline?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Did you find the activity to be useful? I hope that it has helped you to understand the importance of managing time effectively at the workplace.



- Maintain a healthy and friendly environment to make the students feel comfortable.
- Write down the important aspects regarding time management on the white board/flip charts.
- Share your opinions on the need for time management and ask the students to also put forward their
- Ensure that each students gets fair judgment and consideration for his/her participation in the class activities.



- Initiate peer learning in the class, and encourage the students to work in a team.
- Ask the students if they have any questions in mind that they would like to ask.
- Answer all the questions and clarify all the doubts of the students.
- Assist them to answer the questions in the participant hand book.

Unit 13.8: Set Goals for Oneself and the Team

Unit Objectives 6



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

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

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty - eighth session of the program. It will provide the students with an overview of the concept of setting goals, and the steps involved in setting goals for oneself and the team.



Ask the following questions to the students:

- Why is it important to set goals?
- What is the primary way of setting a particular goal and working towards it?

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

Elaborate



In this session, discuss the following points:

Importance of managing time at the workplace



Now, let us all take part in an activity to understand the setting goals for the self and the others at the workplace.



- Announce in the class that this activity will help the students to learn about the aspects of setting goals for the self and the others at the workplace.
- Divide the students into small groups, according to the total batch strength.
- Provide a mock scenario/case study to each group on which they will have to react through role-plays.
- Scenario: Five new members have joined in your team of Lead Assemblers. How will you help them to set goals and work effectively towards the achievement of the goals?
- Assign 1 hour to complete the entire role-playing activity through case study.
- Mark the students based on their performance in the activity.
- Appreciate the best performance (s) in the class.

Activity	Duration (in mins)	Resources Used
Case study with role play	1 hour	External props, tools and equipment used for various furniture assembling processes and services, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Was the activity useful to you? I hope that it has helped you to understand the aspects of setting goals for the self and the others at the workplace.

Do



- Jot down the important features of setting goals and working towards the achievement of these goals.
- Share your insight about the topic, and ask the students to participate in the interaction by stating their views on the topic.
- Maintain a friendly, healthy and safe environment.
- Ensure that the contribution of each student in the class receives a fair judgment and consideration.



- Assist the students to answer all the questions in the Participant Hand Book.
- Clarify all the doubts and queries raised by the students, about the topics taught in class.
- Ensure that the students feel comfortable and at ease in the class.
- Facilitate peer learning in the class, for advanced learning experiences.

Unit 13.9: Understanding Technical Drawings and Blueprints

Unit Objectives 6



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

- Discuss basic AutoCad
- Practise how to read and interpret 2d / 3d drawings

Resources to be Used



Participant hand book, pen, writing pads, white board, flipchart, markers, laptop, overhead projector, laser pointer, other equipment and tools, as recommended for the job role.

Notes



This is the fifty – ninth session of the program. It will provide the students with an overview of the basic concept of AutoCAD, and the ways to read and interpret 2D / 3D Drawings.



Ask the following questions to the students:

- What is the meaning of AutoCAD and how is it used?
- How can 2D/3D drawings useful for the Lead Assemblers?

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

Elaborate



In this session, discuss the following points:

- The basic concept of AutoCAD
- The ways to read and interpret 2D / 3D Drawings



Now, let us all take part in an activity to understand the concepts in a better way.



- Inform the students that this activity will help them to learn about the use of AutoCAD, and the ways to read and interpret the 2D / 3D drawings.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the ways of –
- The basic use of AutoCAD
- Reading and interpretation of 2D / 3D Drawings
- Ask the students to practise the use of AutoCAD, and the ways to read and interpret the 2D / 3D drawings, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Medical objects, items, equipment to provide first aid facilities, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.



Was the activity useful to all of you? I hope that it has helped you to learn about the use of AutoCAD, and the ways to read and interpret the 2D / 3D drawings.



- Jot down the important features of the use of AutoCAD, and the ways to read and interpret the 2D / 3D drawings on the white board/flip charts.
- Ask the students to summarise the topics covered in class, one by one.
- State your own views on the topics, and ask the students to take part in the interaction by voicing their opinions on the topic.
- Ensure that each student is given proper consideration and fair judgment for his/her participation in the class activities.
- Maintain a healthy, safe and amiable atmosphere in the class.



- Encourage peer learning in the class, to help the students to work in a team.
- Ask them if they have any questions or doubts in mind which they would like to ask.
- Answer all the queries and doubts raised by the students, through a doubt clarification session.
- Guide the students to answer the questions in the participant hand book, and assist them whenever they face a problem.

Answers to Exercises for PHB

Exercise:

1. What is AutoCAD?

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

2. What is the latest version of AutoCAD?

Answer: The latest version of AutoCAD, AutoCAD 23.0, has been released on March 22, 2018.

3. State the functions of the following commands in AutoCAD: QSAVE, STRETCH, DIMSTYLE, OFFSET, WBLOCK.

Answer: The functions of the following commands in AutoCAD are –

- QSAVE saving the current drawing in default format
- STRETCH stretching objects crossed by a selection window or polygon
- **DIMSTYLE** creating and modifying dimension styles
- OFFSET creating concentric circles, parallel lines and parallel curves
- WBLOCK writing an object or a block to a new drawing file
- 4. Name the parts of a Blueprint and state their importance.

Answer: The parts of Blueprints are -

The requisite for reading a Blueprint is interpreting 1st and 3rd angle drawings.

- A Blueprint is a 2D (two dimensional) miniature / replica of the actual work piece, prepared by scaling down the actual measurements.
- A Blueprint is a plan, proportionate with the product to be developed.
- It comprises the required technical specifications as well as the techniques of preparation.

The essential parts of a Blueprint are:

- Elevation View
 - o Vertical display of one side of the project, from north, south, east or west
 - o Gives an idea about how the complete structure will look after installation
 - o Helps in determining the height dimensions
- Plan View
 - o Horizontal display of the proposed job looking down from above
 - o This view is usually on a horizontal plane 30 inches (75 centimeters) above the floor
 - o Helps in determining the length and width dimensions
- Section View
 - o A cut-through display, showing how an object will be built











14. Carry Out Lock Installation Activities

Unit 14.1 - The Job Description of the Lock Installer

Unit 14.2 - Main Types of Locks and Units Assembled

Unit 14.3 - Functioning and Types Of Various Doors/ Windows

Unit 14.4 - Different Tools and Equipment

Unit 14.5 - Technique of Fixing The Lock on the Door





Key Learning Outcomes 💆



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

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

Unit 14.1: The Job Description of the Lock Installer

Unit Objectives 6



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

Discuss the job responsibilities of the lock installer

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 thirty second session of the program, which will give us a brief introduction of the job role of Lock Installer, in terms of the job responsibilities.

Ask



Ask the participants the following question:

- Can anyone tell what does a Lock Installer actually do?
- Do you know the job responsibilities of a Lock Installer?

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

Elaborate



In this session, discuss the following point:

- Different safe working practices
- Common hazards encountered while conducting routine maintenance



Ask the participants to recollect and say few words on Locks. Capture each response as it comes in, on the whiteboard. You can utilise this opportunity to introduce few essential terms.

Activity	Duration (in mins)	Resources Used
Name Game	15 mins	Pen, notebook, participant handbook, writing pad, etc.

Say



Did you enjoy this activity? Can you see how many terms you know about locks already? Friends, now that we have played the "Name Game", let us participate in another activity.

Do



- 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 if the students have any doubts which they would like to ask.
- Clarify all the doubts and queries through doubt clarification sessions.
- Encourage peer learning in the class.
- Instruct the students to answer all the questions in the participant hand book.

Unit 14.2: Main Types of Locks and Units Assembled

Unit Objectives 6



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

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

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 thirty third session of the program, which will teach us about the main types of locks and the different units in a lock.

Ask



Ask the participants the following question:

- Where have you seen a lock? Can anyone tell the main types of lock?
- Have you ever seen the various units of a lock? Can you name a few?

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

Elaborate



In this session, discuss the following points:

- Safe handling of all the tools and equipment
- Ways to perform basic safety checks on tools, equipment, etc.
- Health and safety implications when tools are improperly handled
- Ways to gain detailed information regarding specifications and instructions on the products



Ask the students to revise the concepts taught till now. The time allocated for revision is 5 minutes. Then, show the students few PowerPoint slides, comprising images of the various units of a common / traditional lock. While navigating along the slides, describe which unit is being shown on the slide and how it helps a lock in operating.

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? Can you identify the different units of a lock? Now that I have shown you the units of a lock, let us now participate in another activity, where you will have to identify the units of a lock on your own.

Activity



Take the students to the laboratory and choose few volunteers from the class. Give them a dismantled lock. Ask them to identify the units of the lock and state the functions of each unit. The rest of the class will jot down important observations in their writing pads.

Activity	Duration (in mins)	Resources Used
Identify and Describe	30	Participant handbook, pen, dismantled lock, small writing pad, etc.

Say



Did you find the activity fruitful? I hope all of you are aware of the different units of a lock.

Do



- 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.



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

Unit 14.3: Functioning and Types Of Various Doors/Windows

Unit Objectives 6



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

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

Resources to be Used



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 thirty fourth session of the program, which will teach us about the main types of doors and windows, their functions, and the different types of lock as per door functioning.

Ask



Ask the participants the following question:

- Why are Doors required? Can anyone tell the various parts of a Door?
- How would you determine the type of lock suitable for a particular door?

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

Elaborate



In this session, discuss the following:

1. The different ways to respond to various emergency situations

Activity



Divide the class into 3 - 4 groups. Ask the groups to make a tour of the building / center, find out the types of doors in each room and on each floor and jot down the same in their writing pads before returning to class. On return, a person from each group must present the following in class:

- The number of doors in each room on each floor
- The types of doors encountered
- Features and parts of each type of door
- If the doors were Left or Right aligned and the number of the same

Appreciate the best performance.

Activity	Duration (in mins)	Resources Used
Count, Recall and Describe	30 mins	Participant handbook, pen, small writing pad, etc.

Say



Did you find the activity fruitful? I hope all of you are aware of the different types of doors and how to identify each type of door.

Do



- 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



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

Unit 14.4: Different Tools and Equipment

Unit Objectives 6



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

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

Resources to be Used



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 thirty fifth session of the program, which will teach us about the different types of tools and equipment used by Lock Installers and how to handle them safely.

Ask



Ask the participants the following question:

- Have you ever seen a Lock Installer working?
- Can you name few tools used by Lock Installers?

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

Elaborate



In this session, discuss the following:

- The 6 Cs of reporting protocol
- Ways to report any hazards, risks and threats to the authorised people
- Ways to create accident/incident report

Activity



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

- Different tools and equipment (manually operated and powered) used by Lock Installers
- Process of operating each tool
- Safety precautions undertaken while operating each tool
- PPE worn and used, if any

The students must jot down the crucial points during the visit.

Activity	Duration (in mins)	Resources Used
Workshop Visit	180 mins	Student id card, pen, notepad, participant handbook

Say



Did you find the visit fruitful? I hope all of you are now well aware of the different tools used by Lock Installers.

Do



- 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.



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

Unit 14.5: Technique of Fixing The Lock on the Door

Unit Objectives 6



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

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

Resources to be Used



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 thirty sixth session of the program, which will teach us about the different types of tools and equipment used by Lock Installers and how to install / fix various types of locks on the door.

Ask



Ask the participants the following question:

Have you ever seen a Lock Installer installing or fixing locks? Can you name few steps? Write down the participants' answers on whiteboard/blackboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points

- Different types of safety signs
- **Prohibition signs**
- Mandatory signs
- First aid signs
- Emergency escape signs



In order to get a practical overview on the process of lock installation, let us go to the laboratory for an activity.

Do



Take the students to the laboratory, where they are required to:

- Observe you and the sequence of steps, while you install each of the following locks on the laboratory door:
 - o Night Latch
 - o Rim Lock
 - o Cylindrical Lock
 - Mortise Lock
- Carry with them pen and notebook and take down crucial points while they observe you
- Repeat the processes demonstrated, under your guidance and supervision

Activity



On reaching the laboratory, divide the class into few groups (depending on the batch size). Demonstrate the installation process for each type of lock discussed in class and participant handbook. After the demonstration, ask each group of students to repeat the same. Provide instructions to the groups while they work on the process, whenever required. Plan the activity in such a way that each group gets to see and practise the installation process for each type of lock.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	200 - 240 (extended over two days)	Participant handbook, pen, notebook, tools and equipment used in lock installation / fixing

Do



- Repeat demonstration, if needed.
- 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.



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

Answers to Exercises for PHB

Exercise:











15. Perform Lock Repairing and Servicing

Unit 15.1 - Process of Operating Different Locks

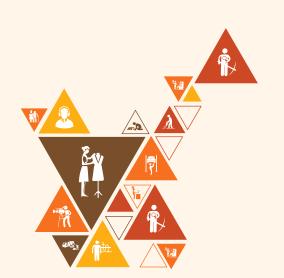
Unit 15.2 - Method to Check Warranty of Lock

Unit 15.3 - Troubleshooting for Lock Installers

Unit 15.4 - Handling and Storage of Different Tools and Equipment

Unit 15.5 - Quality Assurance for Lock Installer

Unit 15.6 - Waste Disposal, Cleaning and Maintenance





Key Learning Outcomes 💆



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

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

Unit 15.1: Process of Operating Different Locks

Unit Objectives 6



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

Demonstrate the process of operating different locks

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 thirty seventh session of the program, which will teach us the process of operating different locks.

Ask



Ask the participants the following question:

Can anyone tell how do we operate a Cylindrical Lock? And a Deadbolt Lock?

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

Elaborate



In this session, we will discuss the following points:

- Operating (locking and unlocking) the cylindrical lock (keyed and keyless variants) under various scenarios
- Operating (locking and unlocking) the night latch lock (inside opening and outside opening variants) under various scenarios
- Operating (locking and unlocking) the rim lock (inside opening and outside opening variants) under various scenarios
- Operating (locking and unlocking) the mortise lock under various scenarios



In order to get a practical overview on the process of operating the different locks under, let us go to the laboratory for an activity.

Do



Take the students to the laboratory, where they are required to:

- Observe you and the sequence of steps, while you install each of the following locks on the laboratory door:
 - o Night Latch
 - o Rim Lock
 - o Cylindrical Lock
 - Mortise Lock
- Carry with them pen and notebook and take down crucial points while they observe you
- Repeat the processes demonstrated, under your guidance and supervision

Activity



On reaching the laboratory, divide the class into few groups (depending on the batch size). Demonstrate the process of operating each type of lock under the situations discussed in class and Participant Handbook. For example, Deadlocking in common Cylindrical Lock. After the demonstration, ask each group of students to repeat the same. Provide instructions to the groups while they work on the processes, whenever required. Plan the activity in such a way that each group gets to see and practise the operation of each type of lock.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	90	Participant handbook, pen, notebook, tools and equipment (as recommended)

Do



- 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.
- Repeat demonstration, if needed.



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

Unit 15.2: Method to Check Warranty of Lock

Unit Objectives 6



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

Examine the warranty of lock prior to initiating work service

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 thirty eighth session of the program, which will teach us the method of checking warranty of locks.

Ask



Ask the participants the following question:

- Do you know what a Warranty is?
- Can anyone tell how so we check the warranty of a lock?

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

Elaborate



In this session, we will discuss the following points:

Ways to check the warranty of the lock before initiating work service



Once you complete this course and start working in real life, you would be required to check and retrieve useful information from Warranty Cards. Let us now participate in an activity to understand the concept better.

Activity



From your laptop, show the students few PowerPoint slides, comprising images of different sections of a common Warranty Card, as given in the Participant Handbook. While navigating along the slides, describe what information are being conveyed by each section.

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? Can you read, check and interpret a Warranty Card now? Now that I have shown you the different sections of a common Warranty Card, let us now participate in another activity.

Activity



Provide each student with a warranty card, filled up with details of fictitious customers and products. This must be arranged with the help of the center / subject matter expert / program coordinator.

Instruct the students to read the cards carefully and jot down, in their notebooks, the crucial information gathered from them. After 15 minutes, randomly select students and ask them to come up in front of the class to present the information gathered from their cards. Also, ask them to point out discrepancies in the cards, if any.

Activity	Duration (in mins)	Resources Used
Do and Learn	15 mins	Participant handbook, pen, notebook, warranty cards

Do



- 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.



- Encourage peer learning in the class, to help the students to work in a team.
- Ask them if they have any questions or doubts in mind which they would like to ask.
- Answer all the queries and doubts raised by the students, through a doubt clarification session.
- Guide the students to answer the questions in the participant hand book, and assist them whenever they face a problem.

Unit 15.3: Troubleshooting for Lock Installers

Unit Objectives 6



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

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

Resources to be Used



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 thirty ninth session of the program, which will teach us the method of Troubleshooting, that is, the different problems, defects and faults with Locks and how to identify them with the help of visual check.



Ask the participants the following question:

- Have you ever heard of the term "Troubleshooting"?
- Can anyone name few defects or faults in Locks?
- Have you ever seen how Lock Installers identify faults by means of visual check?
- Why do you think opening and closing doors during the monsoons get difficult?

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

Elaborate



In this session, we will discuss the following pointsConcept of troubleshooting

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

Say



Troubleshooting is one of the most important responsibilities that a Lock Installer carries out. Let us participate in an activity to fully understand the importance of this concept.

Activity



Divide the class into groups of 2-3 students each, depending on the batch size. The number of groups must be equal to the number of defects/faults you want to discuss. The faults to be discussed are:

- 1. Dead Bolt
- 2. Key does not enter the lock
- 3. Breakage of knob spring
- 4. Damaged lock AL drop
- 5. Bend in lever
- 6. Turning Lock Cylinder
- 7. Door Lock moves slowly
- 8. Misaligned Latch
- 9. Key is broken off and stuck in lock

Provide each group with a faulty/defective lock. Ensure that no two groups receive locks with the same fault/ defect. The members of the groups must spend 10 minutes in studying the lock and visually determining the fault. After 10 minutes, each group must come up in front of the class and present the activity, by stating the following:

- o The name of the fault/defect
- o Characteristics of the fault/defect
- Method to identify the fault/defect
- o Remedial action and preventative maintenance

Activity	Duration (in mins)	Resources Used
Huddle and Share	30 mins	Participant handbook, pen, notebook, defective / faulty locks



- 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.

Sav



Now that you have learnt about the common faults in locks, let us learn about the next steps. Let us move to the laboratory, where you will learn, hands-on, how to dismantle these faulty locks and then reassemble them.

Activity



Take the students to the laboratory. Instruct them to carry the fault/defective locks with them and get divided into the same groups, as they had done in the previous activity. Demonstrate the process of dismantling and assembling a lock in front of all the groups. Then, instruct the groups to do the same with the locks with them.

Activity	Duration (in mins)	Resources Used
Laboratory Visit	180 (extended over two days)	Participant handbook, pen, notebook, defective / faulty locks, equipment and tools (as recommended for the job role)



- Hold a 10 minutes Doubt Clarification session after the students return from the laboratory.
- 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, if any, to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 15.4: Handling and Storage of Different Tools and Equipment

Unit Objectives 6



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

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

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 fortieth session of the program, which will teach us the importance of handling, storage and maintenance of tools and equipment.

Ask



Ask the participants the following question:

- Can you name a few tools and equipment used in lock repairing and servicing?
- Why is it important to handle and maintain tools properly?
- What would happen if tools are not stored appropriately?

Elaborate



In this session, we will discuss the following points:

- Appropriate tools and equipment to be used to repair the lock
- Importance of storing tools appropriately.

Do



- Maintain a healthy and friendly environment to make the students feel comfortable.
- Write down the important aspects regarding time management on the white board/flip charts.
- Share your opinions on the need for handling and storing of tools and equipment, and ask the students to also put forward their views.
- Ensure that each students gets fair judgment and consideration for his/her participation in the class activities.

Say



Handling and storage of tools are very crucial responsibilities that a Lock Installer must carry out. Let us participate in an activity to fully understand the importance of this concept.

Activity



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

- Different tools and equipment (manually operated and powered) used by Lock Installers for repair and servicing operations
- Process of operating each tool
- · Handling and storage of each tool
- Safety precautions undertaken while operating each tool
- PPE worn and used, if any

The students must jot down the crucial points during the visit.

Activity	Duration (in mins)	Resources Used
Workshop Visit	180	Student id card, pen, notepad, participant handbook

Say



Did you find the visit fruitful? I hope all of you are now well aware of the different tools used by Lock Installers.

Do



- 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.



- Initiate peer learning in the class, and encourage the students to work in a team.
- Ask the students if they have any questions in mind that they would like to ask.
- Answer all the questions and clarify all the doubts of the students.
- Assist them to answer the questions in the Participant Hand Book.

Unit 15.5: Quality Assurance for Lock Installer

Unit Objectives 6



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

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

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 forty first session of the program, which will teach us the method of visual inspection, repair and maintenance, with the help of a case study given in the Participant Handbook.

Ask



Ask the participants the following question:

- What do you understand by quality?
- Why is it important for a Lock Installer to adhere to quality while carrying out duties?

Elaborate



In this session, we will discuss the following points:

- Ensuring proper functioning of the Lock using appropriate methods
- Visually checking the lock for any fault
- Conducting visual inspection for any error or damages during the repairing /servicing /maintaining process
- Identifying the possible problem(s) in the lock as per customer complaints
- Identifying the cause of the fault based on inspection
- Replacing the defective component of the lock
- Reporting the problem to retailer/company if the lock cannot be repaired and the problem persists



Quality adherence during all operations is extremely important for a Lock Installer. Let us participate in an activity to fully understand the importance of this concept.

Activity



- Inform the students that this activity will help them to learn about the ways of ensuring quality assurance standards.
- Divide the class into small groups, according to the total strength of the class.
- Hold a demonstration session to show and teach the students the different the ways of ensuring the quality assurance standards, for Lock Installers.
- Ask the students to practise the use of the different the ways of ensuring the quality assurance standards, in class, in groups or individually.
- Mark the students based on their performance in this activity.
- Allot 1 hour for this activity.

Activity	Duration (in mins)	Resources Used
Demonstration and practice session	1 hour	Tools and equipment required for quality assurance, external props, general craft items, pens, notebooks, white board, markers, flipchart, overhead projector, laser pointer, etc.

Say



Arrange yourselves in a semi-circle and think about the topic for five minutes. Jot down the important points in your notebooks. After five minutes, one of you introduce the topic and start speaking. The others follow cue from the introducer and carry on with the discussion. After 10 minutes, I will ask you to wind up the discussion. One of you will summarize all the points discussed. You may refer to the Participant Handbook if required.

Do



- 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 find the discussion fruitful? I hope all of you are now well aware of the importance of Quality in this profession. Let us now move to the laboratory to gain a practical understanding of various aspects of the lock repair process.

Activity



Take Single and Double Cylinder Deadbolt Locks. In the Single Cylinder Deadbolt Lock, the Deadbolt is not aligned with the Strike Plate. In the Double Cylinder Deadbolt Lock, the Inside Deadbolt Ring is broken. Demonstrate the steps involved in:

- 1. Dismantling both the locks
- 2. Repairing the Deadbolt in the Single Cylinder Deadbolt Lock
- 3. Replacing the Inside Deadbolt Ring in the Double Cylinder Deadbolt Lock

Activity	Duration (in mins)	Resources Used
Show and Tell	60 mins	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, tool kit for lock installer etc.

Do



Repeat demonstration, if needed.



- Hold a 10 minutes doubt clarification session after the students return from the laboratory.
- 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, if any, to the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Unit 15.6: Waste Disposal, Cleaning and Maintenance

Unit Objectives 6



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

Practise and follow appropriate waste disposal, cleaning and maintenance procedures

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 forty second session of the program, which will teach us the importance and method of waste management.

Ask



Ask the participants the following question:

- What do you mean by Waste?
- Why is it important for Lock Installers to dispose of waste correctly?
- What are the common Cleaning materials?

Elaborate



In this session, we will discuss the following points:

- Ensuring proper disposal system for waste and by-products
- Common cleaning and maintenance procedures
- Using appropriate materials to clean the tools and equipment



From your laptop and using the Overhead Projector, show the class the following:

Ppts / images on the various cleaning materials, tools and equipment

Say



Cleanliness and staying organized during all operations is extremely important for a Lock Installer. Let us participate in an activity to fully understand the importance of this concept.

Activity



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

- Different cleaning materials, cleaning tools and equipment (manually operated and powered) used by Lock Installers
- Process of using these materials
- Safety precautions undertaken while cleaning the workshop
- PPE worn and used, if any

The students must jot down the crucial points during the visit.

Activity	Duration (in mins)	Resources Used
Workshop Visit	60	Student id card, pen, notepad, participant handbook

Say



Did you find the visit fruitful? I hope all of you are now well aware of the different cleaning materials, tools and equipment used by Lock Installers.

Do



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

Answers to Exercises for PHB

Exercise:

1. Make a list of common problems associated with the locks.

Answer: The common problems and faults related to locks are -

- Dead Bolt
- Key does not enter the lock
- Breakage of knob spring
- Damaged lock AL drop
- Bend in lever
- Turning Lock Cylinder
- Door Lock moves slowly
- Misaligned Latch
- Key is broken off and stuck in lock
- 2. How to check the warranty of a lock?

Answer: Warranty is defined as "a written guarantee, issued to the purchaser of an article by its manufacturer, promising to repair or replace it if necessary within a specified period of time". On purchase of lock, the retailer / shop provides the user with a Warranty Card, which specifies the tenure, terms and conditions of the Warranty extended to the user. To check the warranty of the lock, one should check the tenure of the lock, in years, over which the warranty of service is valid, and the modes (toll free phone number, email address, online registration, SMS services, etc.) through which the Warranty may be availed.

3. How should one check a lock with the help of a key?

Answer: The ways to check the functioning of a lock by using a key are –

- When you insert a key, the series of notches in the key push the pin pairs up to different levels.
- The incorrect key will push the pins so that most of the top pins are still partly in the plug and partly in the housing.
- If correct key is inserted, the pin pairs align in the same level and the door unlocks.
- 4. Write down the steps of fixing lock on a door.

Answer: For installing the Hardware, insert the latch assembly in the hole you drilled in the door edge and fasten it with screws after predrilling for them. Next, insert the handle set and cylindrical lock or dead bolt assembly so the spindle or tailpiece aligns with the strike assembly. Typically, screws pass through the door to hold the two lockset pieces together on opposite sides. For security, be sure exposed screw heads are on the interior side of the lockset.

The steps of fixing the lock on a door are –

• Use a hole saw to begin cutting the hole for the deadbolt. When the pilot bit on the hole saw comes through the other side of the door, stop cutting. Finish the hole from the other side of the door to prevent splinters. If your hole saw isn't deep enough to penetrate the exterior face of the door, use a standard bit to finish drilling the hole you'll use as a reference point.

- Use a 7/8" spade bit to drill a hole through the edge of the door for the bolt.
- Dry-fit the bolt into the hole, and trace around the faceplate. Use a wood chisel to mortise the area around the faceplate so that it will be flush with the door. When using the chisel, keep the bevelled side in toward the mortised area, and tap the tool deep enough to recess the faceplate. You may need a smaller chisel to mortise the rounded corners.
- Continue mortising until the faceplate fits properly. Drill pilot holes, and secure the bolt to the door with screws.
- Dry-fit the cylinder and thumb-turn plate so you'll know how the pieces fit together. Fit the exterior side onto the door first, making sure the writing is upright. Then set the interior piece in place, and align the screw holes with the mounting holes inside the lock. Fasten the deadbolt in place with screws.
- Mark the end of the bolt with lipstick or paint. Close the door, and turn the deadbolt several times to mark the doorframe. Use a 7/8" spade bit to drill two overlapping holes in the doorframe for the deadbolt.
- 5. What are the necessary adjustments required if the lock and the latch is not aligned properly?

 Answer: The necessary adjustments required if the lock and the latch is not aligned properly are
 - The first thing to do is look at the door from the inside when it is closed.
 - There should be an even gap across the top and down the latch side.
 - This gap occurs between the door and the frame or jamb.
 - It should be about an eighth of an inch and be consistent.
 - A properly aligned door will allow the lock and deadbolt to work correctly











16. Employability & Entrepreneurship Skills

Unit 16.1 – Personal Strengths & Value Systems Unit

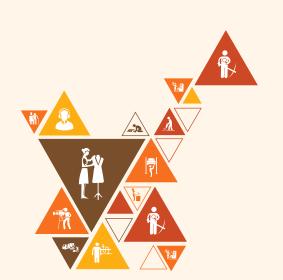
Unit 16.2 - Digital Literacy: A Recap

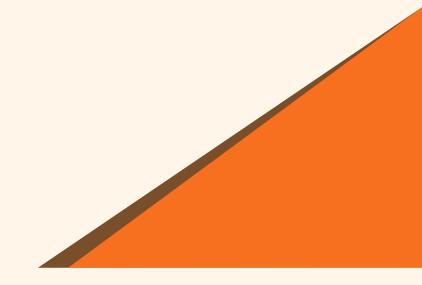
Unit 16.3 – Money Matters

Unit 16.4 – Preparing for Employment & Self Employment

Unit 16.5 – Understanding Entrepreneurship

Unit 16.6 – 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 16.1: 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 16.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | ©



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

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

Resources to be Used



Participant Handbook

- Ask



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

Sav



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

Ask



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



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

Do



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



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

Activity



• Health Standard Checklist from the Participant Handbook.

Ask



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

Say



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

Do



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

Summarize \ \(\beta \)



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

Ask



Discuss:

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

Say



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

Activity



• Health Standard Checklist: Hygiene

Say



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

Do



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

Ask



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

Summarize



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

Ask



What is a habit?

Sav



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

Summarize \2



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

Unit 16.1.2: 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 16.1.3: 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 16.1.4: 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.
- ${\bf Close \ the \ discussion \ by \ summarizing \ the \ importance \ of \ honesty \ and \ work \ ethics \ for \ entrepreneurs.}$

Unit 16.1.5: Creativity and Innovation

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- Chart papers and marker pens

Ask



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



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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-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 16.1.6: 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 | 4

- 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

1 2
3 4
URGENT/ NOT IMPORTANT
NOT URGENT/ 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 16.1.7: 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 16.1.8: 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 16.2: 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 16.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives 6



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 16.2.2: 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 16.2.3: 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?

Say



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

Do



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

-Ask



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

Say



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

Summarize |



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

Notes	



Unit 16.3: 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 16.3.1: 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 16.3.2: 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
SAVING	BANK ACCOUNT OPENING FO	PRM
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	own
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.		Pan No.
MNREGA Job Card No.		
Occupation/Profession		
Annual Income		

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Unit 16.3.3: 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 5.
- 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

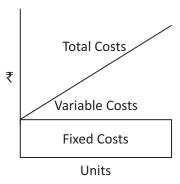
Do



- 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 16.3.4: 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 16.3.5: 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.



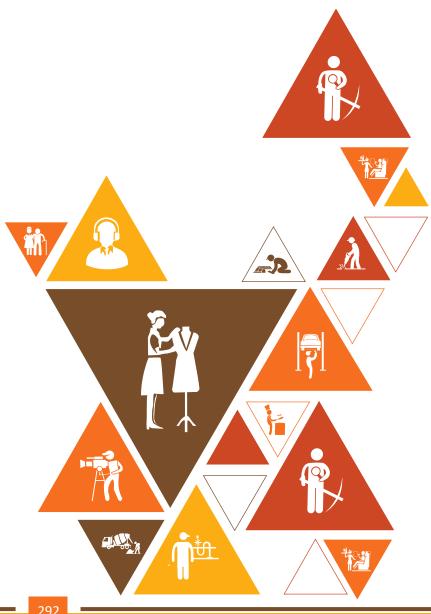
- Discuss how to transfer money from one account to another using online banking (NEFT/RTGS, etc.).
- Illustrate with an example.

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 16.4: 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 16.4.1: Interview Preparation: How to Prepare for an Interview

-Unit Objectives



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

• Discuss the steps to follow to prepare for an interview

Resources to be Used



• Participant Handbook

-Ask



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

Say



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

-Activity 1



Introducing Yourself

Do



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

-Ask



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

Say



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

Do



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

-Activity 2



Planning the right attire

Do



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

Summarize | 📜



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

Unit 16.4.2: Preparing an Effective Resume: How to Create and **Effective Resume?**

-Unit Objectives | @



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

Discuss the steps to create an effective Resume

Resources to be Used



- Participant Handbook
- Blank papers and pens

Ask



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



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

Do



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



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



Case Study Analysis

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

Candidate Details

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

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

Say



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

Do



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

Summarize \



- 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 16.4.3: Interview FAQs

-Unit Objectives



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

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

-Resources to be Used 🏻 🔗



Participant Handbook



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

Do



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

-Role Play 😴



Conduct the role plays for the situations given.

-Do



Situation 1

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

Say



De-brief:

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

-Do



Role Play - Situation 2

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

Say



De-brief:

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

-Do



Role Play – Situation 3

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

Say



De-brief:

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

Do



Role Play - Situation 4

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

Say



De-brief:

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

Do



Role Play - Situation 5

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

Say



De-brief:

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

Do 🗸

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 16.4.4: 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 16.5: 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 16.5.1: 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?

Say



- 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 16.5.2: 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 16.5.3: 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 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 16.5.4: 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 at least 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

-Summarize 🛭



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

Unit 16.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

-Ask



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

Say



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

Do



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

Activity



Do your SWOT analysis

Strength

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 16.5.6: 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.

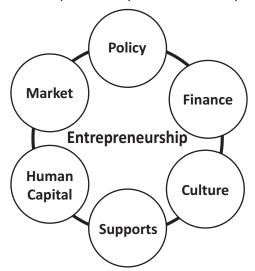
Do



- 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 16.5.7: Risk Appetite & Resilience

Unit Objectives | ©



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

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

Resources to be Used



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

-Ask



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

-Example



• Let's have a look at these two examples:

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

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

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

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

Sav



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



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

Team Activity



Risk Appetite

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

Activity De-brief

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

Do I



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

Ask



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

-Example|



Let's have a look at the following example:

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

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

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



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

Say



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

Team Activity



Entrepreneurship and Resilience

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

Activity De-brief

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



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

Summarize 📜



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

Unit 16.5.8: 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.



- 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 16.6: 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 16.6.1: 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 16.6.2: 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 16.6.3: 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 16.6.4: Business Plan: Why Set Goals?



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

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

Resources to be Used



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

Ask



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



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

Ask



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

Do



Ask few participants to share their business ideas.

Ask



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

Sav



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

Team Activity



Writing a business Plan

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

- This activity is divided into two parts:
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN		
Executive Summary: What is your Mission Statement?		
Business Description: What is the nature of your business?		
Market Analysis: What is your target market?		
Organization and Management: What is your company's organizational structure?		
Service or Product Line: What is the lifecycle of your product/ service?		
Marketing and Sales: How will you advertise and sell your products?		
Funding Request: How much fund is required and from where?		

- Say 🔓



- Teams will need to brainstorm for this part of the activity.
- · Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 - 1. Executive Summary
 - 2. Business Description
 - 3. Market Analysis
 - 4. Organization and Management
 - 5. Service or Product Line
 - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say



- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do



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

Say



- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start
- 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 16.6.5: 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 16.6.6: 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 16.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives | ©



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

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

Resources to be Used | @ |



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



Why do you want to become an entrepreneur?

Sav



- · It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do



- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize | 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	





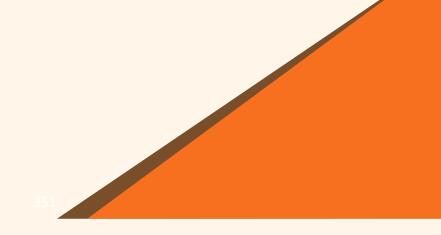




17. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria





Annexure I

Training Delivery Plan

Training Delivery Plan					
Program Name:	Lead Assembler Modular F	urniture			
Qualification Pack Name & Ref. ID	FFS/Q5103, V 1.0				
Version No.	1.0	Version Update Date	12-07-2017		
Pre-requisites to Training (if any)	Class V, preferable 1-2 years of experience				
Training Outcomes	After completing this programme, participants will be able to: Perform the job role of the Lead Assembler— Modular Furniture Job Role: Activities involved in the job role, importance of the assembler with respect to the furniture industry, potential and prospects of assembler in the industry Identify and use basis tools, equipment & materials: Effectively identify.				
	Identify and use basic tools, equipment & materials: Effectively identify, select & use the specified tools, Hardware for Furniture and equipment relevant to assembling works.				
		tools and equipment: Appro and organizing the work are	•		
	parts as per the given lay	of different parts of the property out, right use of adhesives and quality inspection of the f	s, fixtures, etc. for		
	Carry out lock installation a choosing right type of lock	activities: Different types of l , installing lock perfectly.	ocks, lock systems,		
	Perform lock repairing and repairing and servicing.	d servicing: Identify the defe	cts of locks, do the		
	health and safety measure	Environment Health & Safet es in terms of personal safe supation for successful comp	ty and equipment		
	Effectively do the work at adhering to the organization	work place: Work effectively onal rules and regulations.	with stakeholder,		

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1-2	Bridge Module	Introduc- tion to the Job Role	 Maintain general discipline in the classroom Interpret the scope of Furniture & Fittings industry 	-	Classroom lecture/ PPT session/ Question and Answer	Comput- er, black/ white- board, marker, chalk, duster, projector	Theory 08:00 Hours Practical 00:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Describe and understand basic reading capabilities for enabling him to read signs, notices and/or cautions at site Define the responsibilities of a Fitter/Assembler-Doors/ Window (Glass) Option: Wooden/ Aluminium and its job opportunities Impart basic skills of communication 				
3-4	Under- standing the Orga- nizational Context/ Company/ Employer		 Relate to expectations and responsibilities of the job role Apply the knowledge and understanding of the importance of the rules, codes, guidance and standards, policies, manuals, rules and regulation of the organization Identify and contact the concerned persons in case of queries on procedures/products/any problem Differentiate and learn the escalation in hierarchy 	FFS/N5103	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Comput- er, black/ white- board, marker, chalk, duster, projector	Theory 08:00 Hours Practical 00:00 Hours
5-7	Mainte- nance of Work Area, Tools and Ma- chines		 Handle materials, machinery, equipment and tools safely and correctly Use correct handling procedures Use materials to minimize waste Prepare and organize work Maintain a clean and hazard free working area Deal with work interruptions Maintain tools equipment and consumables Work in a comfortable position with the correct posture 	FFS/N8501 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration	Computer, black/white-board, marker, chalk, duster, projector Measurement tools: - Measurement Tape, Steel Rule, Zigzag Rule, Folding Rule	Theory 08:00 Hours Practical 08:00 Hours

SI. Module No. Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		 Use cleaning equipment and methods appropriate for the work to be carried out Dispose of waste safely in the designated location Store cleaning equipment safely after use Ensure safe and correct handling of materials, equipment and tools Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration 			Marking Tools:- Pencil, Marking Knife, Marking Thread Striking Tools: - Cross peen Hammer, Mallet Planning Tools: - Jack Plane, Smoothing Plane, Block Plane, Compass Plane, Spoke Shave Sharpening Tools: - Oil stone, Triangular File Sawing Tools: - Hand saw, Compass saw, Coping saw Testing Tools: - Try Square, Mitre Square, Sprit Level, Water Level Pipe	

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
						Chipping Tools: - Firmer/ Bevel Chisel, Mortise Chisel Holding Tools:- T Bar clamp, G clamp Power Tools:- Circular Saw, Jig Saw, Planner, Router, Drill Machine Hardware & Fittings: - Rastex/ Minifix Auto closing hinges: - 0 Crank, 9.5 crank, 16 crank, Drawer Runner: - Telescopic /Under mount Runner, Handle, Knob Locks: - Cabinet / Multi- purpose Lock, Wire Baskets	
8-9	Ensuring Health and Safety at Workplace	Health and Safety	Theory and practical Aspects: Work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines Ensure that health and safety instructions applicable to the workplace are being followed Check the worksite for any possible health and safety hazards	FFS/N8601 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15 PC16, PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Masks, safety glasses, ear muffs, safety footwear, gloves, aprons, etc.	Theory 08:00 Hours Practical 00:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Follow manufacturers instructions and job specifications relating to safe use of material specifically chemicals and power equipment Ensure safe handling and disposal of waste and debris Identify and report an hazards and potential risks/ threats to supervisors or other authorised personnel hazards: sharp-edged tools, hazardous surfaces, physical hazards, health hazard from chemicals and other such toxic material etc. Undertake first aid activities in case of an accident, if required and asked to do so Select and use appropriate personal protective equipment compatible with the work and compliant to relevant occupational health and safety guidelines Personal Protective Equipment: masks, safety glasses, head protection, earmuffs, safety footwear, glove aprons, etc. Maintain correct body posture while standing and working for long hours and carrying heavy materials Lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices Handle all required tools, machines, materials & equipment safely 	s s,			

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Adhere to relevant occupational safety policies while handling sharp tools to make and install Furniture & Fittings Take safety measures while handling glass, heavy wood, materials, chemicals, etc. Apply good housekeeping practices at all times Good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces Report accident/incident report to authorised personnel Perform basic safety checks before operation of all machines, tools and electrical equipment Follow the recommended material handling procedure to control damage and personal injury Follow safe working practices at all times 				
10-12	Dealing with Emer- gencies		Theory and practical Aspects: Follow appropriate procedure in case of fire emergency Follow electrical safety measures while working with electrically powered tools and equipment Follow the agreed work location procedures in the event of an emergency or an accident Follow emergency and evacuation procedures in case of accidents, fires, natural calamities Check and ensure general health and safety equipment are available at work site	FFS/N8601 PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	First aid, different types of fire extin- guisher, exhaust fans	Theory 08:00 Hours Practical 00:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 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 correctly 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 Respond promptly and appropriately to an accident situation or medical emergency Participate in 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 correctly 				

Sl. Module No. Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
		 Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents) State methods of accident prevention in the work environment Methods of accident 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 				

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
13- 14	Interac- tion with Seniors		Theory and practical Aspects: Seek assistance from supervisor or any such appropriate authority as and when required Ask questions and seek clarifications on work tasks whenever required	FFS/N8801 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Mod- els on escala- tion Matrix	Comput- er, black/ white- board, marker, chalk, duster, pamphlets/ leaflets on escalation matrix, projector	Theory 08:00 Hours Practical 00:00 Hours
			 Seek and obtain clarifications on policies and procedures, from the supervisor or other authorised personnel Identify and report any possible deviations to appropriate authority Address the problems effectively and report if required to immediate supervisor appropriately Receive instructions clearly from superiors and respond effectively on the same Follow escalation matrix in case of any grievance Accurately receive information and instructions from the supervisor related to one's work 				
15- 16	Work Effectively		Theory and practical Aspects: Coordinate and cooperate with colleagues to achieve work objectives Display courteous behaviour at all times Respond politely to customer queries and other team members Follow workplace dress code Keep work area in a tidy and organised state Adhere to timelines and quality standards	FFS/N8801 PC9, PC10, PC11, PC12, PC13, PC14, PC15 PC16, PC17, PC18, PC19, PC20, PC21, PC22	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Comput- er, black/ white- board, marker, chalk, duster, projector, mic, loud- speaker	Theory 08:00 Hours Practical 00:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Follow organisational policies and procedures Share information with team wherever and whenever required enhancing quality and productivity at the workplace Work together with co-workers in a synchronised manner Communicate with others clearly, at a pace and in a manner that helps them to understand Show respect to others and their work Display active listening skills while interacting with others at work 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- 20	Preparatory Activities for Assembling and Installation of the Product		 Study the drawing (2D/3D) and designs and understand the requirement Get requisite approval on the cost budget and timelines before work initiation Assist in site measurement according to design Assess the requirement of hardware fittings and tools and equipment (hand/power tools) and gather the same Unpack the requisite furniture parts and organise the required in a proper sequence Verify that the required parts are as per required standards 	FFS/N5103 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/white-board, marker, chalk, duster, projector, mic, loudspeaker, Drill machine, marking tools, measurement tools, try square, testing tools	Theory 12:00 Hours Practical 16:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Check the functioning of tools and equipment's and assess if there is a requirement for replacing or repairing them Ensure quality check of materials (MDF, HDF, Plywood, laminates, adhesives, etc.) and assess for minor repairs and changes required in materials w.r.t roughness, size, alignment etc. Inform supervisor after review of designs and specifications and material in case of any new requirement and/or replacement/shortage/defect of materials, fittings, hardware, etc. Reject defective materials and subassemblies of poor quality and inform supervisor and or seniors and raise a new request Ensure that the work area is clean and free from hazards Plan and organise the activities/steps to be taken to execute the work in accordance with the timeline/schedule and the sequence Ensure to note all the details and undertake proper documentation during assembling and installation of products 				

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
20-22	Assembling Parts to Complete the Product		 Arrange and check combination of assembling parts (parts made of wood, MDF, plywood, laminates and sub-assemblies of different material and fittings, etc.) Assist in taking measurements and create marking to assemble different parts Select and apply adhesives/screws/ hardware as per requirement to ensure quality Integrate sub-assemblies like cabinet accessories (garbage pull-outs, cutlery, trays, etc.), cabinet's components (shelves, drawers, locks, etc.) and cabinet doors, etc. with furniture at site using specified joinery techniques and required adhesives / screws 	FFS/N5103 PC14, PC15 PC16, PC17, PC18, PC19	Classroom lecture/ PowerPoint Presentation/	Computer, black/ white- board, marker, chalk, duster, pro- jector, mic, loudspeaker,	Theory 12:00 Hours Practical 9:00 Hours
			Undertake quality checks at regular intervals to avoid any error detection at later stage and any delays Ensure coordination among team while assembling various pieces of furniture		Question and Answer/ Prac- tical Demon- stration/ Role Play	hardware for modu- lar furni- ture, hing- es, runners, kitchen accesso- ries, knock down fittings, PVC, edge banding tape, etc.	
23- 25		Measure- ment and calcula- tions	 Measurement - Types of measurement systems- FPS and MKS Calculations Plus, Minus, multiply, divide etc. in both measurement system 	FFS/N5103	Classroom lecture/ PowerPoint Presentation	Measure- ment Tools, Marking Tools, AutoCAD software, 2D / 3D drawing tools	Theory 09:00 Hours Practical 12:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
26- 27			 Practical on skill lab - Calculate (minus, plus, multiply, divide) 2 and 3-digit number Practice 2D / 3D drawings 	FFS/N5103	Practical demonstration		Theory 02:00 Hours Practical 12:00 Hours
28- 29			Practical on skill lab – Measure length, width, and thickness and marking on wooden panel	FFS/N5103	Practical demonstration		Theory 01:00 Hours Practical 9:00 Hours
			Assessment - Theory - Practica	Assessment Il Assessment			
34- 36	Installa- tion of Assembled Product		 Recheckmeasurement, alignments as per design drawing to avoid any damage during installation Identify slots for placing each furniture part as per design Show how to take and retake measurements of area and corresponding furniture measurements to be installed Create markings and install fittings like handles, latch, locks, etc. and decorative moldings/ finish accessories (crown moulding, decorative panels, etc.) Ensure that the installation is cleaned to remove dust, etc. 	FFS/N5103 PC 20, PC 22, PC 23, PC 26, PC 28		Computer, black/ white-board, marker, chalk, duster, projector, tape, pencils, sealants, eraser, plumb bob tools, measuring tape, sample handles, latch, locks, brochures related to crown moulding, decorative panels, equipment to clean dust	Theory 06:00 Hours Practical 15:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
37- 39			 Practical (lab) - Ensure to remove cabinets, fixtures and other fittings from existing settings on work site, if required carefully without damage to adjoining areas Fasten boxes/ pieces of furniture to the surface/wall taking utmost care of alignment and obstructions Install fillers taking care of measurement wherever necessary Polish the surfaces of the products/unit if required in accordance to organization finish product policy Undertake checks at regular intervals to avoid any defects/error detection at later stage 	FFS/N5103 PC 21, PC 24, PC 25, PC 27, PC 29	Practical demonstration	Hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/bolts, runners, accessories, knock down fittings, PVC, edge banding tape, wood finishes, melamine polish, rubbing pad, spray bottle	Theory 06:00 Hours Practical 15:00 Hours
40-42		Tools used for Installing Assembled Product/ Furniture	Introduction to tools - Drill machine, marking tools, measurement tools, testing tools	FFS/N5103	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Computer, black/white-board, marker, chalk, duster, projector, drill machine, marking tools, measurement tools, testing tools	Theory 06:00 Hours
			Practical on skill lab: - Recognise and find the featured and functions of all tools Correct usage of tools	FFS/N5103	Practical demonstration	Drill machine, marking tools, mea- surement tools, test- ing tools	Practical 15:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
43-44			Introduction and utility of Manual Tools: • Measurement Tape, Steel Rule, Zigzag Rule, Folding Rule • Marking Tools:- Pencil, Marking Knife, Marking Thread • Striking Tools: - Cross peen Hammer, Mallet • Planning Tools: - Jack Plane, Smoothing Plane, Block Plane, Compass Plane, Spoke Shave • Sharpening Tools: - Oil stone, Triangular File • Sawing Tools: - Hand saw, Compass saw, Coping saw • Testing Tools: - Try Square, Mitre Square, Sprit Level, Water Level Pipe • Chipping Tools: - Firmer/Bevel Chisel, Mortise Chisel • Holding Tools:- T Bar clamp, G clamp • Power Tools:- Circular Saw, Jig Saw, Planner, Router, Drill Machine	FFS/N5103	Practical demonstration	Measure- ment tape, steel rule, zigzag rule, folding rule, pencil, marking knife, marking thread, jack plan, compass, triangular file, chisel, circular saw, drill machine, other man- ual tools (highlight- ed in the Objective's slot)	Theory 02:00 Hours Practical 12:00 Hours
			 Hardware & Fittings: - Rastex/Minifix Auto closing hinges: - 0 Crank, 9.5 crank, 16 crank, Drawer Runner: - Telescopic/ Under mount Runner, Handle, Knob Locks: - Cabinet / Multipurpose Lock, Wire Baskets 				

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
45			 Practical (lab) - Demonstrate safe handling of tools and equipment, e.g., the amount of pressure and tolerance to be applied, posture while using tools, etc. Practice cleaning process and waste disposal procedures Demonstrate the technique of touch up, sanding ,polishing furniture for proper finishing, if needed Demonstrate the technique of joining the materials with screws, staples, or adhesives and the quantities to be used Identify the various types of furniture accessories, fittings, types of joinery, etc. and estimate the quantities required to create specific furniture 				Practical 7:00 Hours
46- 47	Post In- stallation Quality Check		 Conduct post installation visual and quality check with respect to placement, levelling, functioning etc. Rectify any error or faults observed to comply with organizational quality standards 	FFS/N5103 PC 30, PC 31, PC 32, PC 34	Classroom lecture/ PowerPoint Presentation/ Practical Demonstra- tion	Comput- er, black/ white- board, marker, chalk, dust- er, projec- tor, sample procedural documents	Theory 08:00 Hours Practical 06:00 Hours
			 Ensure to gather all the tools post installation and place accordingly Take note of inputs/ feedback received to incorporate in future 				

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
48-49			 Remove all the debris from the site and clean the work area in accordance with organization policy Perform touch up, cleaning /sanding/ finishing as needed for the installed product Complete the procedural documents post completion Undertake customer signoff digitally or on paper as acknowledgment for completion of installation 	FFS/N5103 PC 30, PC 33, 35	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	Theory 08:00 Hours Practical 06:00 Hours
50		Safety Stan- dards and Respons- es for emergency situations	 Comply with the safety standards and precautions to be taken Identify emergency situations and respond accordingly Usage and safe handling of tools and equipment Practice correct lifting, loading and unloading and handling procedures 		Practical Demonstra- tion	Antiseptic liquids, bandages, betadine solution, disposable gloves, pain relief spray, search-lights, phone directory, stretcher	Practical 06:00 Hours
51		PPE used for Installation Process	 Different types of personal protective gear and their usage Use of different types of extinguishers 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 6:00 Hours
			Internal Assessment - Theory - Practica	Assessment I Assessment			

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			Total Duration				Theory Duration 128:00 Hours
							Practical Duration 164:00 Hour

OPTIONS (Optional to choose any or all or none)
OPTION 1: Lock Installer

Day Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1-2 Carry out Lock Installation Activities	Basics of Lock Installation Activities	 Identify the type of lock as per the design and functioning of the door/window Place the lock marker, if provided in the lockset on the designated location Place the front portion of the lock with the logo upward, in the front part of the door Secure the lock retainer on the other portion of the door with lock fixing screws with the screwdriver Identify the length of the flat strip and screw to be cut as per the thickness of the door Place the latch assembly on the door frame as per the alignment of lock on the door Make necessary adjustments if the lock and the latch are not aligned 	FFS/N5703 PC 1, PC 2, PC 5, PC 7, PC 8, PC 9, PC 14	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/white-board, marker, chalk, duster, projector, mic, loudspeaker, Drill machine, marking tools, measurement tools, try square, testing tools	Theory 04:00 Hours Practical 04:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
3-4	Lock Installation Activities		 Choose appropriate drill blades, depending on the thickness of the door Drill appropriate holes on the door using the drill machine Place the lock retainer plate on the other side of the door Mark the area latch assembly unit using a marker Make chippings on the door using a chisel to ensure the latch fits in the door Secure the latch with screws Ensure the lock body is aligned as per door latch Check the functioning of the lock by using the key Clean the work area to prevent mishaps Use appropriate materials to clean the tools and equipment Select and gather the appropriate tools and equipment and sharpen the tools before working All screw must be tightened with Screw driver Assess the length of flat strip/square spindle as per thickness of the door 	FFS/N5703 PC 3, PC 4, PC 6, PC 10, PC 11, PC 12, PC 13, PC 15, PC 16, PC 17	Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Prac- tical Demon- stration/ Role Play	Computer, black/ white-board, marker, chalk, duster, pro- jector, mic, loudspeaker, chisel, mortise chisel, mal- let, marking gauge, mortise gauge, drill bits of all size, different type of screw drivers	Theory 02:00 Hours Practical 04:00 Hours
5		Lock and Lock Sys- tem	 Identify the type of lock (Mortice lock, Rim lock, Cylindrical lock, Verti bolt lock, etc.) as per design/width of doors Different parts of a lock Different types of door functions (inward opening, outward opening, sliding, rotating) (Right hand door/left hand door/ double leaf door/ sliding door) 	FFS/N5703	Classroom lecture/ PowerPoint Presentation	different type of locks, hinge, handles, sill, jambs, door knobs, lock rails, stiles	Theory 02:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			Different lock systems- rim lock, pad lock, cylindrical lock, mortise lock, etc. Use correct size of chisel/drill bits for mortising as per mortice lock body Align the mortice lock with door Check the functioning lock dead bolt, latch properly with key				
6		Waste Disposal and Main- tenance Standards	 Practical on skill lab - Cleaning and maintenance procedures Proper disposal system for waste and by- product Lay down floor safety guard before mortising or lock installation Remove all debris, dust from work place 	FFS/N5703	Practical demonstration	Safety Floor Guard, waste box- es, brooms, dust pans	Practical 04:00 Hours
7		Usage of Tools	Practical on skill lab - Introduction and utility of tools: Tool Box Hammer Nail Puller Measuring Tape Carpenter Pencil Utility knife Screw drivers Various Saws Nail pouch Portable Ladder Hinges Screws Connector Drillers Drivers Fastening tools (with power) Spirit/Water levelling Studs Jacks Wood Chisels Floor guard Tapes	FFS/N5703	Practical demonstration	Tool Box, Hammer, Nail Puller, Measuring Tape, Carpenter Pencil, Utility knife, Screw drivers, Various Saws, Nail pouch, Portable Ladder, Hinges, Screws, Connector, Drillers, Drivers, Fastening tools(with power), Spirit/Water leveling, Studs, Jacks, Wood Chisels, Floor guard, Tapes	Practical 04:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			Assessment - Theory - Practica	Assessment I Assessment			
11-12	Perform Lock Repairing and Ser- vices	Repair and lock servicing	 Check warranty of lock prior to initiating work service Identify the possible problem/problems in the lock as per the complains of the customer Visually check the lock for any fault Dismantle the lock if required to get a better understanding of the faults Identify the cause of the fault based on the inspection Use appropriate tools and equipment to be used to repair the lock Change the defective component of the lock as per the organizational procedures Assemble the lock system after the repair as per the standard procedure Ensure proper functioning of the lock using appropriate methods Report the problem to retailer/company if lock cannot be repaired and the problem persists 	FFS/N5704 PC1, PC2, PC3, PC4, PC4, PC5, PC6, PC7, PC8, PC9, PC10		Computer, black/white-board, marker, chalk, duster, projector, tape, pencils, sealants, eraser, plumb bob tools	Theory 04:00 Hours Practical 04:00 Hours
13-14			 Practical (lab) - Identify the possible problems in the locks as per customer's complains Check warranty of lock before starting to repair Use appropriate tools and equipment to be used to repair the lock Visually check the lock for any fault 	FFS/N5704	Practical demonstration	Hinges, fittings like floor springs, floor pivots, overhead closers, channels and fixings, handles, latch/	Theory 02:00 Hours Practical 04:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
			 Change the defective component (handle, lock body, spindle, key pin cylinder, etc.) of the lock as per the organizational procedures/customer requirement Assemble the lock system after the repair as per the standard procedure Ensure that all components of lock are proper aligned Ensure proper functioning of the lock and satisfy the customer Identify the possible problems in the locks as per customer's complains Check warranty of lock before starting to repair Use appropriate tools and equipment to be used to repair the lock Visually check the lock for any fault Change the defective component (handle, lock body, spindle, key pin cylinder, etc.) of the lock as per the organizational procedures/customer requirement Assemble the lock system after the repair as per the standard procedure Ensure that all components of lock are proper aligned Ensure proper functioning of the lock and satisfy the customer 			bolts, door stopper, overhead door closer, butt hinges, Aldrop, tower bolts, floor springs, tape	

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
15		Operations related to Locks	 Method to check warranty of lock Different lock systems- rim lock, pad lock, cylindrical lock, mortise lock, etc. Process of operating different locks Knowledge of different lock problems/faults Identify different tools and equipment 				
			Identify different problems in locks: Dead bolt Key does not enter the lock Breakage of knob spring Damaged lock AL drop Bend in lever				
16			 Method to handle tools and equipment safely and the health Safety implications of not doing so Safety procedures to follow while operating powered tools Proper disposal system for waste and byproduct 	FFS/N5704	Practical demonstration		Practical 04:00 Hours
17			 Practical on skill lab: - Recognise and find the featured and functions of all tools Correct usage of tools 	FFS/N5704	Practical demonstration	Tool box, hammer, nail puller, measuring tape, car- penter pen- cil, utility knife, screw drivers, var- ious saws, nail pouch, portable ladder, hinges, screws, connector, drillers, drivers, fastening tools(with power), spirit/	Practical 04:00 Hours

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
						water level- ling, studs, jacks, wood chisels, floor guard, tapes, mor- tice lock, Rim lock, Vert bolt lock, Cylindri- cal lock, different types of screw, hole saw cutter blade, hex saw	
			Assessment - Theory - Practica	Assessment I Assessment			
			Total Duration				Theory Duration 16:00 Hours Practical Duration 32:00 Hours

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Lead Assembler Modular Furniture					
Job Role	Lead Assembler-Modular Furniture				
Qualification Pack	FFS/Q5103				
Sector Skill Council	Furniture & Fittings Skills Council				

SL. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
6.	To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

	Compulsory NOS	Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
1FFS/N5103 (Assembling and	PC1. study the drawing(2D/3D) and designs and understand the requirement		5	1	4
installation of different parts	PC2. get requisite approval on the cost budget and timelines before work initiation		3	1	2
of modular furniture)	PC3. assist in site measurement according to design		3	1	2
, rannians,	PC4. assess the requirement of hardware fittings and tools and equipment (hand / power tools) and gather the same	100	4	1	3
	PC5. unpack the requisite furniture parts and organize the required in a proper sequence	-	2	0	2
	PC6. verify that the required parts are as per required standards		2	0	2
	PC7. check the functioning of tools and equipment's and assess if there is requirement for replacing or repairing them		2	0	2

	Compulsory NOS			Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical		
	PC8. ensure quality check of materials (MDF, Plywood, laminates, adhesives etc.) and assess for minor repairs and changes required in materials w.r.t roughness, size, alignment etc.		4	1	3		
	PC9. inform supervisor after review of designs and specifications and material in case of any new requirement and/or replacement/shortage/defect of materials ,fittings, hardware etc.		2	0	2		
	PC10. reject defective materials and sub-assemblies of poor quality and inform supervisor and or seniors and raise new request		2	0	2		
	PC11. ensure that the work area is clean and free from hazards		2	0	2		
	PC12. plan and organize the activities/steps to be taken to execute the work in accordance with the timeline/schedule and the sequence		4	1	3		
	PC13. ensure to note all the details and undertake proper documentation during assembling and installation of product		2	0	2		
	PC14. arrange and check combination of assembling parts (parts made of wood, MDF, plywood, laminates and sub-assemblies of different material and fittings etc)		5	1	4		
	PC15. assist in taking measurements and create marking to assemble different parts		2	0	2		
	PC16. select and apply adhesives/screws/hardware as per requirement to ensure quality	100	3	1	2		
	PC17. integrate sub-assemblies like cabinet accessories (garbage pull-outs, cutlery trays etc), cabinet's components (shelves, drawers, locks etc) and cabinet doors etc, with furniture at site using specified joinery techniques and required adhesives/screws		5	1	4		
	PC18. undertake quality checks at regular intervals to avoid any error detection at later stage and any delays		4	1	3		
	PC19. ensure coordination among team while assembling various pieces of furniture		3	1	2		
	PC20. recheck- measurement, alignments as per design drawing to avoid any damage during installation		2	0	2		
	PC21. ensure to remove cabinets, fixtures and other fittings from existing settings on work site, if required carefully without damage to adjoining areas		4	1	3		
	PC22. confirm to identify slots for placing each furniture part as per design		3	1	2		
	PC23. ensure to re take measurments of area and corresponding furniture measurements to be installed		2	0	2		
	PC24. fasten boxes/pieces of furniture to the surface/wall taking utmost care of alignment and obstructions		4	1	3		

Compulsory NOS			Marks Allocation				
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical		
	PC25. install fillers taking care of measurement wherever necessary		2	0	2		
	PC26. create markings and install fittings like handles, latch, locks etc. and decorative moldings/ finish accessories (crown moulding, decorative panels etc.)		4	1	3		
	PC27. polish the surfaces of the products/unit if required in accordance to organization finish product policy		2	0	2		
	PC28. ensure that the installation is cleaned to remove dust etc.		2	0	2		
	PC29. undertake checks at regular intervals to avoid any defects/error detection at later stage		2	0	2		
	PC30. conduct post installation visual and quality check with respect to placement, levelling, functioning etc. and perform touch up, cleaning / sanding/ finishing as needed for the installed product	100	4	1	3		
	PC31. rectify any error or faults observed to comply with organizational quality standards		2	0	2		
	PC32. ensure to gather all the tools post installation and place accordingly		2	0	2		
	PC33. remove all the debris from the site and clean the work area in accordance with organization policy		2	0	2		
	PC34. take note of inputs/ feedback received to incorporate in future		2	0	2		
	PC35. complete the procedural documents post completion and undertake customer signoff digitally or on paper as acknowledgment for completion of installation		2	0	2		
		Total	100	20	80		
2. FFS/N8601 Ensure health and safety at	PC1. work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines		3	2	1		
workplace	PC2. ensure that health and safety instructions applicable to the work place are being followed		3	1	2		
	PC3. check the worksite for any possible health and safety hazards		3	1	2		
	PC4. follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment	100	3	1	2		
	PC5. ensure safe handling and disposal of waste and debris	100	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		

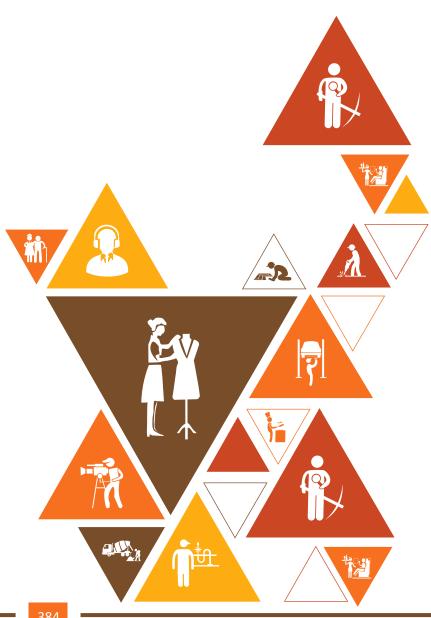
Compulsory NOS		Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
	PC8. select and use appropriate personal protective equipment compatible to the work and compliant to relevant occupational health and safety guidelines		3	0	3
	PC9. maintain correct body posture while standing and working for long hours and carrying heavy materials		3	0	3
	PC10. lift, carry or move heavy wooden furniture and accessories from one place to another using approved safe working practices		4	2	2
	PC11. handle all required tools, machines, materials & equipment safely		4	2	2
	PC12. adhere to relevant occupational safety policies while handling sharp tools to make and install Furniture & Fittings		3	2	1
	PC13. take safety measures while handling glass, heavy wood, materials, chemicals etc.		3	1	2
	PC14. apply good housekeeping practices at all times Good housekeeping practices: clean/tidy work areas, removal/disposal of waste products, protect surfaces		3	2	1
	PC15. report accident/incident report to authorised personal		3	1	2
	PC16. perform basic safety checks before operation of all machines, tools and electrical equipment		3	2	1
	PC17. follow recommended material handling procedure to control damage and personal injury	100	3	1	2
	PC18. follow safe working practices at all times	100	3	1	2
	PC19. follow appropriate procedure in case a of fire emergency		3	1	2
	PC20. follow electrical safety measures while working with electrically powered tools & equipment		4	2	2
	PC21. follow agreed work location procedures in the event of an emergency or an accident		3	1	2
	PC22. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		3	1	2
	PC23. check and ensure general health and safety equipment are available at work site General health and safety equipment: fire extinguishers; first aid equipment; safety instruments and clothing; safety installations (e.g. fire exits, exhaust fans)		4	1	3
	PC24. comply with restrictions imposed on harmful chemicals inside work area during working hours		3	0	3
	PC25. correctly demonstrate rescue techniques applied during fire hazard		3	0	3
	PC26. demonstrate good housekeeping in order to prevent fire hazards		3	0	3
	PC27. demonstrate the correct use of a fire extinguisher		3	2	1
	PC28. demonstrate how to free a person from electrocution		3	1	2

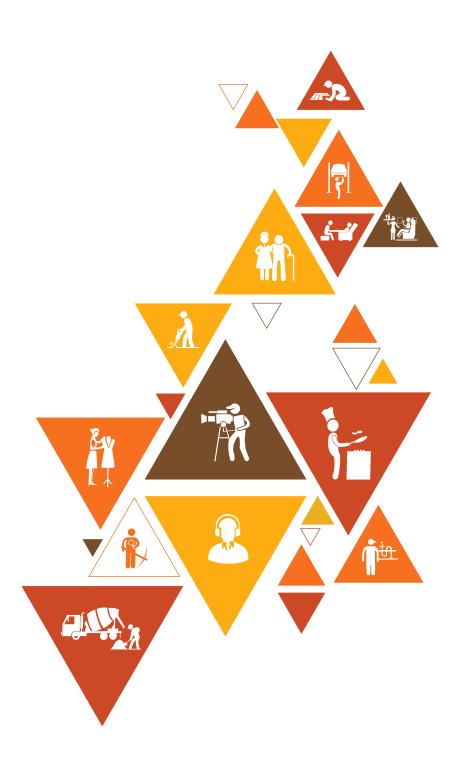
Compulsory NOS			Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical	
	PC29. respond promptly and appropriately to an accident situation or medical emergency		3	0	3	
	PC30. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct		3	0	3	
	PC31. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids andgases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)	100	3	1	2	
	PC32. state methods of accident prevention in the work environment Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors		3	3	0	
		Total	100	30	70	
3. FFS/N8501 Maintain work	PC1. handle materials, machinery, equipment and tools safely and correctly		8	4	4	
area, tools and	PC2. use correct handling procedures		8	4	4	
machines	PC3. use materials to minimize waste		8	4	4	
	PC4. prepare and organize work		8	4	4	
	PC5. maintain a clean and hazard free working area		8	4	4	
	PC6. deal with work interruptions		8	4	4	
	PC7. maintain tools equipment and consumables		8	4	4	
	PC8. work in a comfortable position with the correct posture	100	8	4	4	
	PC9. use cleaning equipment and methods appropriate for the work to be carried out		8	4	4	
	PC10. dispose of waste safely in the designated location		8	5	3	
	PC11. store cleaning equipment safely after use		7	3	4	
	PC12. ensure safe and correct handling of materials, equipment and tools		7	3	4	
	PC13. maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		6	3	3	
		Total	100	50	50	

	Compulsory NOS		Marks A	llocation	
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
4. FFS/N8801 Work effectively	PC1. seek assistance from supervisor or any such appropriate authority as and when required		3	1	2
with others	PC2. ask questions and seek clarifications on work tasks whenever required		3	1	2
	PC3. seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		5	5	0
	PC4. identify and report any possible deviations to appropriate authority		3	1	2
	PC5. address the problems effectively and report if required to immediate supervisor appropriately		5	2	3
	PC6. receive instructions clearly from superiors and respond effectively on the same		3	1	2
	PC7. follow escalation matrix in case of any grievance		6	4	2
	PC8. accurately receive information and instructions from the supervisor related to one's work	100	5	3	2
	PC9. coordinate and cooperate with colleagues to achieve work objectives		5	0	5
	PC10. display courteous behaviour at all times		5	0	5
	PC11. respond politely to customer queries and other team members		5	1	4
	PC12. follow work place dress code		5	0	5
	PC13. keep work area in a tidy and organized state		5	0	5
	PC14. adhere to time lines and quality standards		5	2	3
	PC15. follow organizational policies and procedures		4	4	0
	PC16. share information with team wherever and whenever required to enhance quality and productivity at work place		5	2	3
	PC17. work together with co-workers in a synchronized manner		6	0	6
	PC18. communicate with others clearly, at a pace and in a manner that helps them to understand		6	3	3
	PC19. show respect to other and their work		5	0	5
	PC20. display active listening skills while interacting with others at work		5	0	5
	PC21. demonstrate responsible and disciplined behaviors at the workplace disciplined behaviors: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.		6	0	6
		Total	100	30	70
	Grand Total		400	130	270

	Optional NOS Total Marks: 400+200=600	Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
1FFS/N5703 (Carry out Lock	PC1. identify the type of lock as per the design and functioning of the door/window		7	1	6
Installation activities)	PC2. place the lock marker if provided in the lock set on the designated location		5	1	4
	PC3. choose appropriate drill blades, depending on the thickness of the door		7	1	6
	PC4. drill appropriate holes on the door using the drill machine		7	1	6
	PC5. place the front portion of the lock with the logo upward, in the front part of the door		5	1	4
	PC6. place the lock retainer plate on the other side of the door	100	5	1	4
	PC7. secure the lock retainer on the other portion of the door with lock fixing screws with screwdriver		6	1	5
	PC8. identify the length of the flat strip and screw to be cut as per the thickness of the door		7	1	6
	PC9. place the latch assembly on the door frame as per the alignment of lock on the door		7	1	6
	PC10. mark the area latch assembly unit using a marker		6	1	5
	PC11. make chippings on the door using a chisel to ensure the latch fits in the door		6	1	5
	PC12. secure the latch with screws		5	1	4
	PC13. ensure lock body is aligned in accordance with door latch		7	1	6
	PC14. make necessary adjustments if the lock and the latch is not aligned		6	1	5
	PC15. check functioning of lock by using the key		5	1	4
	PC16. clean the work area to prevent mishaps		4	1	3
	PC17. use appropriate materials to clean the tools and equipment		5	1	4
		Total	100	20	80

Optional NOS Total Marks: 400+200=600		Marks Allocation			
Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks	Out of	Theory	Skills Practical
2. FFS/N5704 (Perform Lock Repairing and Servicing)	PC1. check warranty of lock prior to initiating work service	100	7	1	6
	PC2. identify the possible problem/problems in the lock as per the complains of the customer		12	2	10
	PC3. visually check the lock for any fault		7	1	6
	PC4. dismantle the lock if required to get a better understanding of the faults		10	2	8
	PC5. identify the cause of the fault based on the inspection		12	2	10
	PC6. use appropriate tools and equipment to be used to repair the lock		12	2	10
	PC7. change the defective component of the lock as per the organizational procedures		10	2	8
	PC8. assemble the lock system after the repair as per the standard procedure		10	2	8
	PC9. ensure proper functioning of the lock using appropriate methods		10	2	8
	PC10. report the problem to retailer/company if lock cannot be repaired and the problem persists		10	2	8
Tot			100	20	80
Grand Total (Lock Installer)			200	40	160











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Price: