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
Acknowledgement

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About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- Carry out ironing activities in stitching and finishing operations
- Maintain work area and tools
- Maintain health, safety and security at workplace
- Comply with industry, regulatory and organizational requirements

The symbols used in this book are described below.
Table of Content

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Modules and Units</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction and Orientation</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Unit 1.1 - Introduction to Apparel Sector</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Unit 1.2 - Role and Responsibilities of Pressman</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Ironing Activities in Stitching and Finishing Operations (AMH/N0401)</strong></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Unit 2.1 - Tools and Equipment Required</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Unit 2.2 - Garment and its Parts</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Unit 2.3 - Pressing and Ironing Activities</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Unit 2.4 - Folding Garments</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Unit 2.5 - Common Defects in Garments</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Unit 2.6 - Garments Sizes</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Maintaining Work Premises and Tools (AMH/N 0102)</strong></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Unit 3.1 - Maintain Work Premises and Tools</td>
<td>35</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Maintain Health, Safety and Security at Workplace (AMH/N 0103)</strong></td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Unit 4.1 - Maintain Health, Safety and Security at Workplace</td>
<td>43</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Comply with Industry, Regulatory and Organizational Requirements (AMH/N 0104)</strong></td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Unit 5.1 - Comply with Industry and Organizational Requirements</td>
<td>59</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Soft Skills And Communication Skills</strong></td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Unit 6.1 - Introduction to the Soft Skills</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Unit 6.2 - Effective Communication</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Unit 6.3 - Grooming and Hygiene</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Unit 6.4 - Interpersonal Skill Development</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Unit 6.5 - Social Interaction</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Unit 6.6 - Group Interaction</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Unit 6.7 - Time Management</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Unit 6.8 - Resume Preparation</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Unit 6.9 - Interview Preparation</td>
<td>91</td>
</tr>
<tr>
<td>7.</td>
<td><strong>First Aid and CPR</strong></td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Unit 7.1 – First Aid and CPR</td>
<td>95</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Employability &amp; Entrepreneurship Skills</strong></td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Unit 8.1 – Personal Strengths &amp; Value Systems</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Unit 8.2 – Digital Literacy: A Recap</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Unit 8.3 – Money Matters</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>Unit 8.4 – Preparing for Employment &amp; Self Employment</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Unit 8.5 – Understanding Entrepreneurship</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>Unit 8.6 – Preparing to be an Entrepreneur</td>
<td>192</td>
</tr>
</tbody>
</table>
Table of Content

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Modules and Units</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Annexures</td>
<td>209</td>
</tr>
<tr>
<td></td>
<td>Annexure I: Training Delivery Plan</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Annexure II: Assessment Criteria</td>
<td>220</td>
</tr>
</tbody>
</table>
1. Orientation and Introduction

Unit 1.1 - Introduction to Apparel Sector
Unit 1.2 - Role and Responsibilities of Pressman
### Key Learning Outcomes

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

1. **Familiarize with the Apparel Sector**
2. **Identify the roles and responsibilities of a Pressman**
UNIT 1.1: Introduction to Apparel Sector

Unit Objectives

At the end of the unit, students will be able to:
1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Introduce the students to the art of sewing
4. Make the students understand the large world of Apparels and introduce them to the areas that they do not know.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Apparel Industry and Role of a Pressman

Say

- Thank the students for their participation.
- Ask them if they have any doubts
- Explain them the available scope in front of them.
Elaborate

Apparel Sector – Industry Overview

Indian Textile and Clothing (Apparel) industry is the second largest manufacturer in the world. The Indian textiles and clothing sector is expected to grow at 10.01 percent in the next 10 years from the current value of INR3.92 lakh crores in 2012–13 to INR10.54 lakh crores in 2021–22. Of these, the garments sector is estimated to grow at an average rate of 15.44 percent over the years, thereby accounting for about 70 percent of the total production. The Indian textile sub-sector has traditionally been contributing significantly to the economy and manpower as well as to the structural changes in the manufacturing sector. As of 2012, the sector contributed 4 percent of the GDP, 32 percent of the manufacturing sector and 9 percent of total exports. The sector’s output is expected to grow at an annual average rate of 10 percent in the next 10 years, thereby increasing its worth to INR 10.5 lakh crores in 2022. Several factors that would contribute to the growth would include:

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainee’s the concept.

Activity- Ice Breaking

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say ‘Stop’ when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favourite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.
- Give the students the idea of how sewing can be seen as a new dimension of developing skill along with understanding their potentials when they introduce themselves.
- Make the students aware of the rising scope of the Apparel industry in India.

Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as ‘what do you enjoy doing the most’, ‘what is your favorite movie or book’ etc.
- Advise the students as to how can they enhance their skills and stand out of the crowd in the competitive world.
UNIT 1.2: Role and Responsibilities of Pressman

Unit Objectives

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

1. Know who is Pressman.
2. Understand the roles and responsibilities of Pressman.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the roles and responsibilities of Sewing Machine Operator (Knits).

Say

- Tell them that they are going to learn about the Pressman. A Pressman also called an ‘Ironer’ iron the garment components and finished garments. The primary responsibility of a pressman is to iron the garments and fold it as per the customer specifications. A Pressman should have good eyesight, eye for detail, eye-hand coordination, and motor skills.
Say

- Tell the participants about the Roles and Responsibilities of Pressman.

Elaborate

As a Steam Pressman your role will include key responsibilities such as:

- Follow the policies and procedures of production unit.
- Work with conciseness in order to give the best results and good quality of work and also look after other pressing section
- Use proper care of pressing machines being used
- Press all garments according to the specific type of material
- Responsible for proper operation, cleaning and maintenance of pressing machines
- Separate garments for appropriate pressing and maintain the pressing machines by changing pads and covers when required
- Handle all garments with care
- Know all pressing instructions and attend trainings and meetings within the department
- Assist and train other production employees on the process of pressing.

Notes for Facilitation

- Summarize the main points.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
2. Ironing Activities in Stitching and Finishing Operations

Unit 2.1 - Tools and Equipment Required
Unit 2.2 - Garments and its Parts
Unit 2.3 - Common Defects in Garments
Unit 2.4 - Garments and Quality
Unit 2.5 - Garments Sizes
Key Learning Outcomes

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

1. Identify tools and equipment required in the job
2. Understand different part of garments
3. Recognize types of fabrics and yarns
4. Familiarise with ironing board and boiler iron used in production unit.
5. Prepare for ironing.
6. Iron garments to finish apparel.
7. Free the area from risk and hazards.
8. Identify the care labels.
9. Identify methods of folding garments for packing
10. Fold garments appropriately
11. Familiarise with various garment sizes
12. Identify the various terms used in Garment charts
UNIT 2.1: Tools and Equipment Required

Unit Objectives

At the end of the unit, students will be able to:

1. Identify tools and equipment required in the job

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Tools and Equipment Required for the job.

Say

- Tell the participant that there are various tools and equipment that need to be used in ironing garments.

Demonstrate

- Help the participants in recognising the tools, equipment and other accessories in lab. You can ask questions to them like; which tool is used for any specific job etc.
- Some basic tools and equipment required for a pressman are:
1. Absorbent Pad
2. Apron
3. Auxiliary Equipment
4. Basic Stationery Items (Pens, Pencils, Erasers)
5. Boiler
6. Brush
7. Care Labels
8. Clamps
9. Distilled - Water
10. Dry Cleaning Solvent
11. Dustbin
12. Fusing Tape
13. Hangers
14. Ironing Table
15. Iron
16. Metallic Scissors
17. Non - Stretch Woven Cover
18. Packing Boxes
19. Packing Trims
20. Pess Mit
21. Sleeve Board
22. Tailor's Chalk

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

### Notes for Facilitation

- Summarize the main points.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 2.2: Garments and Its Parts

Unit Objectives

At the end of the unit, students will be able to:
1. Understand different part of garments
2. Recognize types of fabrics and yarns

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Garments and Its Parts.

Say

- Tell the participants that a garment is a piece of clothing which is used to cover the human body. It is one of the basic necessities of human beings apart from food, air and water. It is used to protect our body against natural elements. Garments have now become an important aspect of fashion and also carry a socio economic message. Garments are also known as dress, cloth, attire or apparels.

Elaborate

Different Types of Garments

Garments can be categorized under Ladies, Gents, toddlers and infants:
- **Ladies**: Most commonly used Garments for Ladies are Skirts, dresses and blouses.
Saree and Salwar Kameez is the most popular ladies garment in India.

- **Gents:** Most commonly used Gents garments are Shirt, Trouser, T-shirt and shorts. Kurta and pyjama is widely worn by men in India.
- **Toddlers:** Most commonly worn toddlers garments are shorts and t-shirt for boys and Frocks, skirts and tops for girls.
- **Infants:** Rompers and jumpsuits are the most comfortable garments for infants.

**Do**

Help the participants in identifying the different parts of garments like:

- Parts of formal shirt
- Parts of a formal Trouser
- Parts of a Polo Neck T-Shirt
- Parts of a Basic Jeans

**Demonstrate**

**Parts of formal shirt**

![Diagram of a formal shirt with labeled parts](image1)

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.
Get the participants familiarised with different types of fabrics and yarns. The most common fabric used in India are as follow:

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Discuss about the types of fabrics in detail with participants in reference to the facilitator manual of Pressman.

- **Cotton:** Cotton is one of the most common fabrics around. This fiber is most often spun into yarn or thread.
- **Denim:** A firm durable twilled usually cotton fabric woven with coloured warp and white filling threads in which the weft passes under two or more warp fibres producing the familiar diagonal ribbing.
- **Chiffon:** Chiffon fabric can be made from many different types of materials like cotton, synthetic fiber, silk or rayon but usually is associated with silk or nylon.
- **Silk:** Silk is an expensive fabric and is used for some of the most delicate and elegant looking apparel.
- **Wool:** Wool is a textile fiber attained from sheep and other animals, like qiviut from muskoxen, cashmere and mohair from goats, angora from rabbits, and other types of wool from camelids. Wool is the leader of all yarns.

**Most Commonly Used Yarns in Garments**

Yarn is prolonged length of interlocked fibres (of cotton or silk or wool or nylon), suitable for use in the production sewing, crocheting, knitting, embroidery, textile and rope making.

- **Ring Spun Yarn:** These are produced on the ring and traveller system from a wide variety of fibre types.
- **Rotor spun Yarn:** These yarns are spun by binding the fibres by twisting it. Rotor spun yarns are generally produced from short staple fibers.
- **Flat continuous filament yarn:** Man-made yarns either by monofilament or multifilament form.
- **Textured continuous filament yarn:** Are man-made yarns which have been modified by subsequent processing to introduce durable crimps, coils loops or other distortions into the filaments.

Explain process flow of garment manufacturing with the participants. Based on present apparel industry, garment manufacturing processes are categorized as:

1. Pre-Production Processes
2. Production processes
3. Post production processes
Elaborate

Pre-Production Processes:

- Meeting with buyers
- Development of preliminary samples for the buyer: In this stage after receiving buyer’s concept or instructions on the new style, samples are made with available fabrics and trims.
- Development of fabric sample, bit loom, print and embroidery artwork: Fabric is developed as per the buyer requirement. Fabric development means sourcing of customer specific fabric with matching properties, dyed and finished for solid colors. For the solid color lap dip approval is very important process. Until lap dip sample is approved merchants re-submit lap dips. In case of yarn dyed fabrics merchants develop fabric sample with specified design, stripes or checks. These fabric samples called as Bit Loom. Other approvals such as print and embroidery artwork approval and color approval are done. It may be done later stage at time of pre-production.

Production processes:

- Marker Making
- Spreading
- Fabric Cutting
- Sorting/Bundling
- Sewing or Assembling
- Inspection

Post production processes:

- Pressing/Finishing/Trimming
- Final Inspection
- Packing
- Dispatch

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

Explain pressing methods for different fabrics with the participants. For best results, adapt the amount of heat, moisture, and pressure you use to the fiber content of the fabric.

Elaborate

Pressing Methods for Different Fabrics

For best results, adapt the amount of heat, moisture, and pressure you use to the fiber content of the fabric. If you don’t know the fiber content, test the fabric cautiously and begin with a low temperature.
• Linen requires high temperature and much moisture.
• Cotton requires a fairly high temperature and some moisture.
• Wool requires a moderate temperature and always needs some moisture.
• Silk requires moderate temperature and little, if any, moisture.
• Rayon takes a moderate temperature.
• Acetate requires a low temperature and little moisture.
• Nylon and acrylic require low temperatures and little pressure.
• Polyester requires from low to medium temperature and slight pressure.
• Modacrylic requires a VERY LOW temperature.
• Other manufactured fibre fabrics should have the same general precautions taken as recommended for those above—low heats and the protection of a press cloth are safeguards against heat damage.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.
UNIT 2.3: Pressing and Ironing Activities

Unit Objectives

At the end of the unit, students will be able to:
1. Familiarise with ironing board and boiler iron used in production unit.
2. Prepare for ironing.
3. Iron garments to finish apparel.
4. Free the area from risk and hazards.
5. Identify the care labels.

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Garments and Its Parts.

Say

- Tell the participants that Pressing or ironing is the most important finishing process in ready made garments sector which is done by subjecting a cloth to heat and pressure with or without steam to remove unwanted creases and to impart a flat appearance to the garments. Pressing or ironing is also done to introduce creases in the apparels like formal trousers/skirts etc.
Pressing or ironing has different types of objects which are mentioned in the below:

- Removal of unwanted creases and crinkles.
- Shaping.
- To apply creases where necessary.
- Under pressing.
- Final pressing.

**Types of Pressing or Ironing**

The pressing or ironing of garment is categorized into five according to the garments types, designs and materials are given below:

- No pressing or ironing.
- Minimum pressing or ironing.
- Under pressing or ironing.
- Final pressing or ironing.
- Permanent pressing or ironing.

**Elaborate**

Say

- Tell the participants how to operate the steam iron. Explain the process to use the industrial steam iron.

Elaborate

The process to use the industrial steam iron in explained below:

- Hang bottle 1 meter above pressing surface
- Connect the black hose and to the iron, and clear hose end to the bottle
- Empty demmeralizer package into the bottle and fill it with tap water only. (if you want to use the demineralizer as an option.)
- Tie the electrical cord and hose together.
- Plug the iron cord into a grounded electrical outlet.
- Set the temperature dial on NO. 4 and let the iron heat up for ten minutes.
- Open the bottle valve and allow the hose to fill with water by pressing the steam switch. The iron is now ready for use.
- When not pressing, place the iron on the supplied iron rest.
- Always unplug the iron when unattended or not in use.
Say

- Elaborate the ironing board with the participants. Tell them that the ironing board is significantly heavier than your typical board.

Elaborate

Vacuum is useful in two key ways. One, the most effective pressing is done by pulling the steam through the layers. Second, blowing up (via a readily accessible switch) reduces seam imprinting by the iron. This is particularly noticeable if you’re pressing several layers, the iron maps allowances underneath. This table is reported to be good for napped fabrics like corduroy and velvets because blowing up while pressing doesn’t crush the nap. In industry, the very best way to press anything is to “blow” it. The ideal situation is to put the garment on a specially made pressing form, hit the switch and the form expands like an overly exuberant blow up doll.

Modern Ironing Tables come with some special features such as:

- Heated to keep work surface dry
- Rectangular shape for multipurpose operation
- Integrated vacuum fan holds the garment in place and dry the fabric after pressing.
- Standard buck shape size
- Vacuum motor power
- Water feed pump
- Water inlet
- Water drainage

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Say

- Explain boiler iron with the participants. Tell them that a boiler iron has a separate water tank (stainless is best) and heating element that heats water and pushes it out with pressure independent of the iron. The boiler is attached to the iron with a hose. Home and gravity feed irons produce steam using the heating element of the iron itself.
- Also discuss the advantages of boiler iron with them.
- Tell the participants how to prepare to operate the iron.

Elaborate

**Key advantage of boiler irons**

One key advantage of boiler irons is that the quantity of steam is not limited by a low heat setting on the iron so
you can press low temperature fabrics (like silks) using plenty of steam to remove wrinkles. Obviously steam has to involve water so dry steam is a comparative term. It refers to the ratio of pressure and vapor a piece of equipment generates. Something like a boiler puts out a lot of pressure along with vapor, so it is said to be “dry”.

**Demonstrate**

In order to being ironing of garments, a pressman has to be familiar with some important accessories/tools. These are detailed below:

**Sleeve Board**: The sleeve board, if described in the simplest way, is useful for ironing sleeves or unreachable portions of a garment.

**Clapper**: The clapper is a block of smooth wood. It is used along with steam to flatten seam edges and a “must” for tailoring.

**Needle Board**: The needle board is used to press pile and easily marred woollens fabric to prevent them from flattening.

**Press Cloth**: It is used to prevent shine and to protect your fabric from direct heat.

*For starting ironing followings steps are to be followed*

**Trainer’s Note**: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

**Say**

- Tell the participants that ironing is a critical part of garment finishing process.
- Demonstrate the procedure of ironing to finish the products.

**Do**

- Give a demo of how to iron garments. You can choose any simple and common wear like T-shirt for demonstration.
- Guide the participants while they are ironing.

**Demonstrate**

**Iron Garments to Finish Apparels**

- Carry out work functions in line with the responsibilities of your job role
- Examine the specific item to identify what type of ironing is best suited
Facilitator Guide

- Estimate the expected length of time for the process
- Set up ironing machine according to manufacturers’ instructions and production requirements
- Use the correct machine, tools and equipment
- Set machine controls for the materials being ironed
- Perform a test run to ensure machine is operating correctly
- Adjust machine controls where necessary
- Report defective machines, tools and/or equipment to the responsible person
- Operate machines safely and in accordance with guidelines
- Optimize the positioning and layout of materials to ensure a smooth and rapid throughput
- Identify the different kinds of ironing required for different parts and apparel and ensure they are ironed as per the specified requirement
- Ensure the creases are removed or applied as per the customer’s requirements
- Ensure the garments are inserted with the inserts and folded as per the work instruction
- Ensure the garments are not stained or burnt during the process
- Identify mark and place rejects in the designated locations
- Carry out alterations to meet customer requirements
- Pass the ironed item to the next stage in the manufacturing process after validation
- Respond accordingly where ironed items do not meet production specification

Ironing a Dress Shirt

**STEP 1:** Lay the collar out flat on the ironing board and press. Iron from the points of the collar inward to back of neck. Do the underside of the collar as well.

**STEP 2:** Press the yoke and shoulders. Position your ironing board inside the shirt and into the arm. If your ironing board does not have a small board to insert into the sleeves, then put the sleeve on top of the ironing board, both sides together flat, and iron. Turn the shirt to iron the backside.

**STEP 3:** For a long-sleeved shirt, press the cuffs next, similar to the collar instructions. Turn the shirt to press the other side.

**STEP 4:** Lay one sleeve out flat on the ironing board. Align the sleeve following the bottom seam as guide. Press carefully, moving both layers of fabric flat as the iron glides across front surface of sleeve. Repeat for the other sleeve. Turn the shirt to do the other side of sleeve. Ensure that you pull the iron across the fabric in one direction only, away from where you are holding it down so that the creases are mildly stretched out of the fabric.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.
Pressing a Trouser

STEP 1: Check the trousers for stains or dirt and remove before ironing. Next check the label, and ensure the iron is set for that type of fabric.

STEP 2: Iron the Linings of the Pockets: Most dress trousers have inside pocket linings. Although no one will ever see these, if they are severely wrinkled and you wear your trousers close fitted, an impression of the wrinkles might be visible. Prevent this by smoothing out the lining. Note that linings are often made from cotton. You might have to start with a hotter temperature if you are ironing wool trousers, and then let the iron cool for 5 minutes before pressing the rest of the pants.

STEP 3: Iron the Waistband and Top Part of the Trouser: Turn front pockets out and then press the iron on the top of the leg. Lift the iron up, reinsert the pocket, and continue to press along the top of the trouser, paying special attention to pleats and re-forming any folds. Remember, we are pressing and lifting the iron — not pushing it along the fabric.

Move to the seat of the trousers, and pull out the back pockets. Press these areas and then move up to the waistband.

Finally, move to the opposite front side of the pants, turning the pocket inside out and repeating the process.

STEP 4: Mark the Trouser Crease at the Bottom: Lay the trousers flat on the ironing board with the cuffs right at one end, waist draped over the far end. The waist can hang off a bit if the board is short.

Flip a trouser leg up and off the board so that you’re working with just one leg, and lay it flat on the board. Look inside the cuff and find the two seams.

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Say

Aware the participants of physical and workplace problem. There are three points to be explain with them:

1. Hazards
2. Risk
3. Risk control

Elaborate

Make Sure the Work Area is Free from Hazards

Hazard: Hazard means a situation or thing that has the potential to harm a person. Hazards at work may include: noisy machinery, a moving forklift, chemicals, electricity, working at heights, a repetitive job, bullying and violence at the workplace.

Risk: Risk is the possibility that harm (death, injury or illness) might occur when exposed to a hazard.

Risk control: Risk control means taking action to eliminate health and safety risks so far as is reasonably practicable, and if that is not possible, minimising the risks so far as is reasonably practicable. Eliminating a hazard will also eliminate any risks associated with that hazard.

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.
Now, discuss the care labels with the participants. Tell them that care label is another important types of label for the garments. It assists the customers to know how the product should be cared.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

---

**Elaborate**

**Care instructions on care labels**

- **Laundering:** It is a process of washing a garment with a detergent solution or bleach to remove dirt and stains.
- **Chlorine bleach:** A process carried out in aqueous medium before, during or after the washing process to remove stains or improve the whiteness of the fabric.
- **Dry cleaning:** A garment cleaning process by means of organic solvents such as petroleum and fluorocarbon. This process consists of cleaning, rinsing, spinning and drying.
- **Tumble drying:** It is a process of removing residual water from a washed textile article, by treatment with hot air in a rotating drum.
- **Ironing:** A method of pressing using a heated iron. This is a process used to remove the creases in a garment.

**Care Labeling Systems**

**International care labelling system:** The international Symposium system was introduced in 1963 in Paris. International association for textile care labelling (GINETEX) replaced the international Symposium system in 1975. Below mentioned symbols are used in GINETEX system.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

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**Notes for Facilitation**

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as ‘what do you enjoy doing the most’, ‘what is your favorite movie or book’ etc.
- Advise the students as to how can they enhance their skills and stand out off the crowd in the competitive world.
UNIT 2.4: Folding Garments

Unit Objectives
At the end of the unit, students will be able to:
1. Identify methods of folding garments for packing
2. Fold garments appropriately

Resources to be Used
- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Swatch Cards
- Participant Manual
- Copies of Handouts

Do
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Different Carton Packing Types and Carton Sizes

Say
- Tell the participants they are going to learn about folding garment. Different types of garments are made and packed in an apparel/garment organization. These have to be correctly folded before packing them in bags, cartons etc.

Elaborate
Some methods of folding garments for packing are given below:
1. Pant Folded Side to Side
2. Pant Folded Front to Back
3. Shorts  
4. Short or Long Skirt  
5. T-Shirt  
6. Hooded Jackets  
7. Long Sleeve Full Skirt Dress  
8. Short Sleeve Full Skirt Dress  

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

---

**Industry Visit**

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a Pressman. During the visit you have to interact with Pressmen and supervisors to understand how packing is done in industry.

- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - Understand the methods of folding garments for packing.
  - Analyse how Pressmen fold garments such as; pant, shirt, T-shirt etc. appropriately.
  - Ask questions to Pressmen/supervisors if you have any query.

---

**Activity- Compression Moulding Machine**

- Divide the class into four equal groups. Give each group some clothes and ask them to fold them in a proper way step by step.

- When each group will be done with the folding process asks other groups to check whether they have folded their cloth right or wrong?

- Tell them they would be given a time of 20 minute for completing the task. The time for completing the activity should not exceed 30 minutes per group. Once the activity is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the garment folding process</td>
<td>3 Hours</td>
<td>Shirt, Skirt, Jeans and Hooded Jacket</td>
</tr>
</tbody>
</table>
Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.
UNIT 2.5: Damages and Defects /Rectifying Faults

Unit Objectives

At the end of the unit, students will be able to:

1. Identify different defects in garments
2. Rectify defects in garments before packing

Resources to be Used

• Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
• PC with LCD Projector or Flip Chart.
• Hook and Loop
• Hook and Eye
• Zipper
• Participant Manual
• Copies of Handouts

Do

• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about Different Carton Packing Types and Carton Sizes

Say

• Tell the participants about the Classification of Defects. Certain defects are acceptable to some while unacceptable to others. Fabric for curtain inner lining may not generally be judged with stringent dealings. Whereas that for high grade dress wear may be rejected on the basis of a minuscule imperfection.
Elaborate

Classification of Defects

Classification is the categorization of defects into major and minor. Defects have been classified depending on several factors.

Sometimes the classification depends on the frequency of the defect. A small hole in the fabric may not cause problems but repeated small holes will obviously be problematic and thus a major defect.

Defects are classified as under:

1. Major Defect: A defect that, if conspicuous on the finished product, would cause the item to be second.
2. Minor Defect: A defect that would not cause the product to be termed as a second either because of severity or location.
3. Critical Defect: A defect which makes the garment unsafe for individual consumption or it contravenes any mandatory regulations

These faults have to report immediately to the supervisor. In case of not reporting, the defects will not be rectified and result is rework.

Finishing Defects

Unwanted marks/stains on fabric: Oily stains with dust adhered to surface which makes the stains more prominent and difficult to remove, due to contact with oil or grease covered exposed machine parts, careless handling could be another cause. Some stains and their treatments are below:

Trainer's Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

• Tell the participants about the Common Pressing Defects.

Elaborate

Ironing Mistakes and How to Avoid Them

• Different fabrics, seams, pleats, tucks, etc. getting the creases out is not an easy task. Clothes can’t be ironed properly if they are over-dried. If not damped the wrinkle will struggled to be waved off. Hard water damages iron equipment. Improper use of starch, not using the sprayer and many more reasons are there which leads to difficulty in ironing.

• Overfilling the dryer
• Not using the sprayer
• Forgetting to shake and smooth
• Letting clothes over-dry
• Using Hard Water.
- Improper use of starches and sizes
- Ironing heavyweight fabrics first.

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

---

**Say**

- Tell the participants that there are some other common defects related to stitching, sewing and accessories.

---

**Elaborate**

Some of the common defects are:

**Common Woven and Knit Fabric Defects**

<table>
<thead>
<tr>
<th>Defect</th>
<th>Explanation</th>
<th>Severity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropped Pick</td>
<td>Caused by the filling insertion mechanism on a shuttle less loom not holding the filling yarn, causing the filling yarn to be woven without tension. The filling yarn appears as “kinky.”</td>
<td>Major</td>
</tr>
<tr>
<td>End Out</td>
<td>Caused by yarn breaking and loom continuing to run with missing end.</td>
<td>Major</td>
</tr>
<tr>
<td>Slub</td>
<td>Usually caused by an extra piece of yarn that is woven into fabric. It can also be caused by thick places in the yarn. Often is caused by fly waste being spun in yarn in the spinning process.</td>
<td>Major or Minor</td>
</tr>
</tbody>
</table>

**Trainer’s Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

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**Activity**

- Divide the class into five equal groups. Write the name of 4 defects on 4 piece of paper which are Woven defects, Fabric defects, Accessories defects, stitch and seam defect, and on the 5th piece of paper write “Rectification of Defects”. Now fold the papers.
- Now ask each group to pick one folded paper.
- Tell the participants they have to give presentation based on their respective topics.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group. Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate about the defects</td>
<td>3 Hours</td>
<td>Charts and pen</td>
</tr>
</tbody>
</table>
Industry Visit

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands-on knowledge about various processes involved in the work of a Pressman. During the visit, you have to interact with Pressmen and supervisors to understand how packing is done in the industry.

- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  » Understand the inspection and possible defects.
  » Understand different types of defects/faults:
    ◊ Fabric defects
    ◊ Shading defects
    ◊ Cleanliness defects
    ◊ Seam and stitching defects
    ◊ Cutting defects
  » Ask questions to Pressmen/supervisors if you have any query.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answers all the questions.
UNIT 2.6: Garments Sizes

Unit Objectives

At the end of the unit, students will be able to:
1. Familiarise with various garment sizes
2. Identify the various terms used in Garment charts

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- PC with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about different garment sizes.

Say

- Tell the participants about the classification of garment sizes. discuss the terms used in garment measurement and sizes.

Elaborate

Size Chart
Each country formulates and follows its own size charts taking into account the body type and measurements of the general population in the country.

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.
Tell the participants about the measurement of garment sizes specification. As part of quality, the pressman has to ensure that the garment is made according to the size specification.

Elaborate

Size specifications measurements are detailed below:

For a Shirt:

- Chest - 1" below armhole measure straight across, edge to edge.
- Waist - At point specified below HPS (High Point Shoulder) or SNP (Side Neck Point). Measurement taken straight across, edge to edge.
- Hem - Measured straight or curved along bottom edge, side seam to side seam (whichever is specified on the measurement chart).
- Shoulder Seam - From HPS (A main reference point located at the highest point of the shoulder, where the shoulder seam meets the neckline) measure along the seam or along the natural fold line to the outer shoulder edge.
- Across Shoulder - Outer shoulder edge to outer shoulder edge

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as ‘what do you enjoy doing the most’, ‘what is your favorite movie or book’ etc.
- Advise the students as to how can they enhance their skills and stand out off the crowd in the competitive world.

Industry Visit

The purpose of visiting an apparel production unit is to get hands on knowledge about various processes involved in the work of an Pressman. During the visit you have to interact with Pressmen and supervisors to understand how work is done in industry. Make sure that you keep a notebook handy and note down any important points that come up during your interaction with apparel production team. When you go to an apparel production unit, you should:

- Examine various garment sizes.
- Understand various terms used in Garment charts.
- Ask questions to Pressmen/supervisors/Pressmen if you have any query.
3. Maintaining Work Premises and Tools

Unit 3.1 - Maintain Work Premises and Tools
At the end of this module, you will be able to:
1. Maintain Hazard Free Work Environment
2. Maintain tools
3. Understand and adopt safe work practices
4. Minimize waste
5. Know different Cleaning Substances
UNIT 3.1 Maintain Work Area, Tools and Machines

Unit Objectives

At the end of this unit, the students should be able to:

1. Maintain Hazard Free Work Environment
2. Maintain tools
3. Understand and adopt safe work practices
4. Minimize waste
5. Know different Cleaning Substances

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Maintain Work Premises and Tools.

Say

- Explain the maintenance instructions related to tools and equipment used by a pressman like: iron, boiler, ironing board etc. Discuss with the participants how to troubleshoot the problems and rectify them.
- Tell them how to clean maintain the iron.

Elaborate

Cleaning and Maintenance of industrial iron

How to Clean an Iron

Knowing how to clean an iron will help extend the life of the popular small appliance and spare your clothing from unwanted damage. By following these simple tips one should be able to safely and efficiently clean the iron without a lot of trouble.

Trainer's Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.
Tell the participants how to maintain hazard free work environment. Explain effective housekeeping is key in preventing workplace hazards and help in the completion of a job in a safe and proper manner. Poor housekeeping is the chief cause of hazardous mishaps and injuries. Paper, clutter, debris, spills might sound like normal occurrences but can lead to more serious health and safety hazards if taken for granted. Tell them how to clean maintain the iron.

Maintaining Hazard Free Work Environment
Housekeeping does not entail just cleanliness of the workspace. It also includes keeping all objects organized, maintaining surfaces free from slip and trip hazards and removing all sorts of used and disposable waste items. These waste items might also include paper waste which can cause fires. Layout details like maintenance, adequacy of storage facilities and aisle marking are crucial in this regard as well. Accident and fire prevention can be taken care of in this aspect.

Effective housekeeping is an ongoing operation: it is not a hit-and-miss cleanup done occasionally. Periodic "panic" cleanups are costly and ineffective in reducing accidents.

Why should we pay attention to housekeeping at work?
Effective housekeeping can eliminate some workplace hazards and help get a job done safely and properly. Poor housekeeping can frequently contribute to accidents by hiding hazards that cause injuries. If the sight of paper, debris, clutter and spills is accepted as normal, then other more serious health and safety hazards may be taken for granted.

What is the purpose of workplace housekeeping?
Poor housekeeping can be a cause of accidents, such as:

- Tripping over loose objects on floors, platforms and stairs
- Being hit by falling objects
- Slipping on greasy, dirt and wet surfaces
- Striking against projecting, poorly stacked items or misplaced material
- Cutting, puncturing, or tearing the skin of hands or other parts of the body on projecting nails, wire or steel strapping

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Tell the participants that maintenance of tools and equipment used in apparel manufacture like needles, threads, scissors, fabric etc. is part of the job responsibility of the Pressman. Even the best quality tools and equipment cannot last long if not properly taken care of.
Elaborate

Few key points in tool and equipment maintenance are:

- **Proper Storage:** All tools and equipment should be stored properly in their designated places. Good organization is not just about saving time when you’re looking for the proper tool, or even just about saving space in your garage or shed. Good organization can go a long way toward keeping tools in proper working order for longer. Do not leave tools like needles, scissors, hoops scattered around or lying on the work station. After finishing the work, all tools and equipment should be placed in their designated places.

- **Regular Maintenance:** All tools that require lubricant should be regularly lubricated like scissors and hoop locks. Also, regular checks should be done to ensure the tools are working properly and if required repairs should be carried out.

- **Correct Usage:** Most tools are designed to perform specific functions. Using the wrong tool for a job can pose a safety hazard to you and those around you. By using your equipment incorrectly, you can make the tool less effective for its intended use. For instance, proper needles should be used for embroidering depending on the type of stitches and fabrics used.

- **Cleaning tools after use:** Tools like needles, scissors, hoops etc. should be properly cleaned after every use. This can be simply done by wiping them with a clean piece of cloth.

Say

Tell the participants about the following:

- Some signs of poor housekeeping
- How to improve housekeeping in your workplace
- Some recommended housekeeping practices

Elaborate

**Some Signs of Poor Housekeeping**

There are many signs of poor housekeeping. You may recognize some of these in your own workplace:

- Cluttered and poorly arranged work areas;
- Untidy or dangerous storage of materials (for example, materials stuffed in corners; overcrowded shelves);
- Dusty, dirty floors and work surfaces;

**How to Improve Housekeeping in Your Workplace**

Good housekeeping requires effort and teamwork, but it’s worth it. Here are some general pointers:

- Set housekeeping standards. Make sure they are clear, objective and attainable. Standards should make work easier, safer and healthier. It is best to involve employees when setting standards.
- Measure how well the standards are met. (Remember what gets measured gets done.)
- Use checklists to help you to systematically measure housekeeping.
- Provide positive feedback. Let employees know how well they are doing and how to improve.
• Encourage housekeeping as a way of life - not just a special activity when visitors are coming.

Some Recommended Housekeeping Practices
• Follow safe work procedures and the requirements of the law.
• Keep work areas clean.
• Keep aisles clear.

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Tips
• Inspect the area while taking into account various surfaces
• Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain
• Ensure that the cleaning equipment is in proper working condition
• Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person
• Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces
• Inform the affected people about the cleaning activity
• Display the appropriate signage for the work being conducted

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Notes for Facilitation
• You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
• Encourage shy students to provide information about themselves by prompting them with questions such as ‘what do you enjoy doing the most’, ‘what is your favorite movie or book’ etc.
• Advise the students as to how can they enhance their skills and stand out off the crowd in the competitive world.
Industry Visit

The purpose of visiting an apparel production unit is to get hands on knowledge about various processes involved in the work of an Pressman. During the visit you have to interact with Pressmen and supervisors to understand how work is done in industry. Make sure that you keep a notebook handy and note down any important points that come up during your interaction with apparel production team. When you go to an apparel production unit, you should:

- Know about the production system.
- Understand the machine safety and maintenance rules of industry.
- Analyze how personnels:
  » Maintain machines properly.
  » Maintain tools and equipments and handle them safely and use materials to minimize waste.
  » Work in a comfortable position with the correct posture.
  » Dispose of waste safely in the designated location.
  » Store cleaning equipment safely after use.
- Ask questions to Pressmen/supervisors/Pressmen if you have any query.
4. Maintain Health, Safety and Security at Workplace

Unit 4.1 - Maintain Health, Safety and Security at Workplace
Key Learning Outcomes

At the end of the module, students will be able to:

• Comply with health and safety related instructions applicable to the workplace.
• Use and maintain personal protective equipment as per protocol.
• Maintain a healthy lifestyle and guard against dependency on intoxicants.
• Follow environment management system related procedures.
• Identify and correct if possible) malfunctions in machinery and equipment.
• Report any service malfunctions that cannot be rectified.
• Store materials and equipment in line with manufacturer’s and organizational requirements.
• Safely handle and move waste and debris.
• Minimize health and safety risks to self and others due to own actions.
• Seek clarifications, from supervisors or other authorized personnel in case of perceived risks.
• Monitor the workplace and work processes for potential risks and threats.
• Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
• Report hazards and potential risks/threats to supervisors or other authorized personnel.
• Participate in mock drills/ evacuation procedures organized at the workplace.
• Undertake first aid, fire-fighting and emergency response training, if asked to do so.
• Take action based on instructions in the event of fire.
• Follow organization procedures.
UNIT 4.1: Maintain Health, Safety and Security at Workplace

Unit Objectives

At the end of the unit, students will be able to:

- Comply with health and safety related instructions applicable to the workplace.
- Use and maintain personal protective equipment as per protocol.
- Maintain a healthy lifestyle and guard against dependency on intoxicants.
- Follow environment management system related procedures.
- Identify and correct if possible) malfunctions in machinery and equipment.
- Report any service malfunctions that cannot be rectified.
- Store materials and equipment in line with manufacturer’s and organizational requirements.
- Safely handle and move waste and debris.
- Minimize health and safety risks to self and others due to own actions.
- Seek clarifications, from supervisors or other authorized personnel in case of perceived risks.
- Monitor the workplace and work processes for potential risks and threats.
- Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
- Report hazards and potential risks/threats to supervisors or other authorized personnel.
- Participate in mock drills/ evacuation procedures organized at the workplace.
- Undertake first aid, fire-fighting and emergency response training, if asked to do so.
- Take action based on instructions in the event of fire.
- Follow organization procedures.

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Say

- The apparel industry doesn’t involve much risk like crackers industry and seems a safe place to work. However, it doesn’t mean that no heed should be paid on the safety,etc.
- Hand Embroiderer face a substantially higher risk of muscle pain and injury than workers in other jobs. Hand Embroiderer experience as many cases of repetitive strain injuries as data entry operators and secretaries combined
The major health risks in this industry do not arise from immediate, potentially fatal hazards. Instead, the risks that clothing workers face come from more subtle hazards whose effect accumulates over time.

Factors such as repetition, force, posture are associated with higher rates of injury.

Lack of control over the job, excessive workload, lack of co-worker support and general work environment also contribute to accumulated injuries.

**Do**

You could ask the students whether they have faced any pain while sitting in an uncomfortable position for long hours.

**Ask**

You could ask the students what should be the obligation of a company towards its suppliers.

**Notes for Facilitation**

- You could ask the students to think about measures that can be taken to spread awareness among the workers for demanding safe working conditions.
- You could discuss about various laws that are related to the safety of workplace.
- Also, you could discuss with the students, what is the right posture and discuss its importance.

**Say**

- Ergonomics is a science that focuses on designing a job for the worker. Ergonomically-designed job would ensure that a taller worker had enough space to safely perform his or her job, and also that a shorter worker could reach all of his or her tools and products without reaching beyond a comfortable and safe range.

However, such injuries can be avoided keeping certain principles in mind. They include:

» Proper tools
» Keep repetitive motions to a minimum
» Avoid awkward postures
» Use safe lifting procedures
» Get proper rest
» Other things to consider
Like most other industries, the garment industry also releases certain chemicals in air. These chemicals are generally involved for cleaning fabrics.

Not only this, a high degree of dust is also released.

They not only ‘pollute’ the air but can hamper the well-being of employees which can directly affect productivity.

However, this problem is not the one which cannot be solved. Certain steps can be taken to control the ills done by these chemicals.

Discuss with the students the importance of having a high-rise chair for a tall person especially in the workplace.

You could ask the students, the importance of taking small breaks while working continuously.

Call 5 students of different height/weight.
Bring 5 chairs of different sizes.
Ask the tallest person to sit at the chair that is the smallest and the healthiest person to sit on a narrow chair and so on.
Ask the students to then perform the task of carrying out embroidery.
After 30mins. Ask the students whether they are facing any problems in terms of size of the chair.
Also ask whether the trouble (if any) faced by them is becoming a hurdle in doing their work effectively.

Discuss with the students the importance of protecting environment
Facilitator Guide

Ask

- You could ask the students, major environmental problems that need immediate attention.

Notes for Facilitation

- Divide the students in groups.
- Ask the groups to write on a sheet of paper the industrial factors that cause environmental degradation.
- Give them 5mins. time to write.
- Ask a person from every group to read out the list loudly.

Say

- Dust originates from fabrics and threads, from cutting and sewing to packing operations. Thus, it is very common to see small clothing enterprises with ceilings and walls full of dusty cobwebs. Even machines which are not regularly cleaned could be full of dust which may cause them to break down.
- One low-cost cleaning method is sweeping the floor carefully with an appropriate broom and accompanying dust pan to prevent dust from spreading. Spraying water on the floor before sweeping will avoid dust remaining airborne. When dust is moistened it can be easily removed with a broom. More effective methods of controlling dust include using a vacuum cleaner or a wet mop.

Do

- Ask the students to come up with alternative prospective ways of cleaning.

Ask

You could ask the students to think about the importance of a clean environment.

Notes for Facilitation

- Examine the condition of your class after you finish doing an assignment on embroidery.
- If the area is not clean, make an attempt to dispose of the waste so that it does not create a disturbance or occupy space unnecessarily.
- Take the help of others.
Local ventilation should only be considered as a means of reducing chemical hazards when other means have failed. There are cost-effective ways of improving ventilation.

**Use proper fans**
- Apart from those used for ventilating workstations, fans may be utilized to remove dangerous substances from the workplace. Contaminated air can be pushed or blown outside by having more open windows.

**Do**
- Discuss how do exhaust fans at home serve to be useful.

**Ask**
- You could ask the students to think about the importance of proper ventilation.

**Notes for Facilitation**
- You could discuss the importance of ventilation in case of fire breakout.
- Also, you could discuss the possible outcomes of poor ventilation.

We already know by now that various factors are responsible for producing quality products. One of the key factors is lighting.

Good lighting does not mean more light bulbs and more use of electricity. Natural lighting is usually a better option than the bulbs. But if there is a difficulty in arranging for a natural lighting through windows and ventilators, it's important that the bulbs and other elements of artificial lights should be well-maintained. A good lighting arrangement is directly proportionate to an efficient workforce. Lighting requirements are reliant on three main features:
- The environment of the working area
- The nature of the task
- The sharpness of the worker's eyesight
**Do**

- Discuss the implications of not working under proper light.
- Does it affect the organization in any way?

**Ask**

- You could ask the students to think about the importance of proper light.

**Notes for Facilitation**

- Call 4 students in front.
- Ask them to carry out a sample embroidery— one should sit in artificial light, one should sit in natural light (outdoor).
- And the other one should be made to sit in dim light.
- After 20 mins., trace their progress.
- It is more likely that the person who is sitting outdoor would be able to carry out the task well without complaining of much fatigue.

**Say**

Lighting should not be managed merely by adding on extra bulbs, tubelites in the workspace. It is more advisable to improve it by improving the penetration of natural light. Certain steps can serve to be helpful in this regard:

- If there is too many machinery omitting heat, it isn't a great idea to allow the natural heat to come in and add up to the temperature.
- The higher the window, the more light is in. Skylights can double the light of a low light but if made in a lower level, it faces obstacles ad is blocked by the machineries and storage containers. If the factory doesn’t have a skylight, one must consider to replace the opaque roofs with translucent or transparent plastic rooftops.
- It is important to paint the walls in lighter shades which not just give a sense of space to a room, but the workstation would look illuminated. It enhances the visual conditions and a pleasant cheerful environment is encouraged.

**Do**

- Discuss about the heat felt in the different rooms of your home with respect to their colour.
Ask

You could ask the students whether they prefer to study in day light or artificial light.

Material required: craft papers, scissors, pencil

Notes for Facilitation

- Divide the students into small groups.
- Ask them to make a house-like structure from the craft papers.
- Intentionally provide some students with dark coloured papers and some with light coloured.
- Compare the light reflected by different houses with respect to the colour of the craft paper.

Say

- Your responsibility requires you to be aware of potential hazards and correct reporting processes. If you notice a potentially hazardous situation, eg: a client expressing violent behavior, it is important that you report it immediately to management and fill out the appropriate forms as legally required of you.
- If you are injured at work you must:
  - Report the injury to management as soon as possible, and certainly within 24 hours.
  - Seek proper treatment for your injury.

Do

- Discuss with the students basic do’s and don’ts of first aid.

Notes for Facilitation

- Ask the students to arrange themselves into groups.
- Give them different situations like - what line of communication would they follow in reporting that a student has fainted.
Say

Always work in a safe manner to prevent accidents from occurring in the first place. Make sure that you have been given adequate information and on-the-job training about the first aid facilities and services available in your workplace, including:

- Where to find first aid kits.
- Location of first aid rooms.
- Complete, up-to-date contact details of trained first aid officers in the workplace procedures for critical accidents – such as who should be responsible for calling.
- The ambulance/doctor/nurse and what is the best method of contact, measures for evacuation of the injured person/s.
- Emergency procedure for the elimination of life-threatening chemicals commonly used in the workplace.
- Universal precautions for the control of infection.
- Who to contact for debriefing/psychological support.

Ask

- Discuss how risk of various accidents can be reduced?

Notes for Facilitation

- Give the students different situations and ask them how they will react in case of accidents, say a small cut in hand or fainting, etc.
- Give suggestions wherever necessary.

Say

Fire safety and evacuation plans sketch staff duties and accountabilities in time of emergency. Continuing training is required to help safeguard that the employees are conscious of those duties and responsibilities. Fire fighting trainings serve as an prospect for staff members to validate, under replicated fire conditions, that they can perform those duties and responsibilities safely and efficiently. It’s also a time for them to demonstration that they are aware of defend-in-place strategies and can take advantage of your facility’s fire protection features and exit facilities to protect the people in their care.

The two essential components of a fire preparedness plan are the following:

1. An emergency action plan, which details what to do when a fire occurs.
2. A fire prevention plan, which describes what to do to prevent a fire from occurring
Do

- Give the students a brief about what is usually done at the time of fire.

Ask

- You could ask the students, what measures can be taken to deal with the fire caused by (i) a short circuit (ii) an LPG cylinder (iii) matchstick.

Notes for Facilitation

- Call a group of 4-5 students.
- Guide them step by step as to what is to be done.
- Conduct a mock drill.
Let all the students see and have an idea about how things work.

Say

- Work-related welfare conveniences and facilities are never given heed to. Who cares about toilets, first-aid kits, lunch rooms or lockers? What do they have to do with the hard authenticities of production? One answer is that workforces care. During each working day, workers need to drink water or some other beverage, eat meals and snacks, wash their hands, visit a lavatory, and rest to recover from fatigue.

Do

- Discuss the steps that can be taken to safeguard the interests of the employees.
- If the son of a factory worker wants to learn how to do different types of embroidery, should he be admitted to the training process for free?

Notes for Facilitation

- You could call out students at random and ask the following question- Should a factory opt for general medical examination for its employees from time to time?
Say

- Ideally workers should be the focal point of concern in an organization. This is because they are the ones who are responsible for carrying out production activities, fulfill targets and eventually aid in achieving organizational objectives.
- A worker should accept an organization well so that he acts as a building block of the company instead of acting as a hurdle in its success. For this, emphasis should be laid on their well-being.
- This might involve taking care of the needs of the workers-safe drinking water, clean toilets.
- It is these small things that serve to boost the satisfaction of the employees and help in creation of loyal employees which would eventually help in achieving great results.

Do

- Discuss the importance of safe drinking water.
- Discuss the possible outcomes of absence of clean drinking water.

Ask

- You could ask the students whether they use municipality water for drinking or use some type of filter for purifying water.
- You could also ask if they use chlorine for purifying it.

Notes for Facilitation

You could discuss with the students, the measures that can be taken to spread awareness about the importance of clean drinking water.

Say

- Like water facilities, sanitation facilities are also very important. The importance of proper sanitation facilities increases in the public context as improper facilities or unhygienic conditions can deteriorate the health of the employees by being breeding ground for several diseases.
- The toilet bowl must be free from stain or odour and function properly.
- The walls of the toilet must be clean and tiles unstained.
- The ceiling of the toilet must be free from cobwebs and dust.
- Floors must be clean and safe (no broken tiles, nor slippery surface).
- Proper illumination must be provided inside the toilet.
• Toilets must have a continuous supply of water; in case water is limited in the area, water should be stocked in containers and refilled regularly.
• Mirrors and rubbish bins should be provided in the washroom.
• Soap and toilet paper should be provided.
• The washroom should provide complete privacy to users and should be fully ventilated.

**Do**

• Discuss the poor state of sanitation in India.
• Also discuss the Swachh Bharat Abhiyan in this respect.

**Ask**

• You could ask the students whether there are clean public toilets in their area.

**Notes for Facilitation**

• You could discuss with the students, the problem of open urination and excretion in India.
• You could also discuss its effects.

**Say**

A typical basic kit may include the following items in a dustproof and waterproof box:

• Individually wrapped and placed in a dustproof box or bag. Sufficient quantities of the different sizes should be available at all times to treat small cuts and burns.
• Cotton wool for cleaning wounds
• Scissors, tweezers (for splinters) and safety pins
• An eye bath and eye wash bottle
• Ready-to-use antiseptic solution and cream
• Simple over-the-counter medicines such as aspirin and antacid
• A booklet or leaflet giving advice on first-aid treatment

Small establishments without their own facilities should keep contact with a nearby clinic or hospital, so that the time between the occurrence of an accident and medical assistance is very short. Transport to the clinic or hospital should also be pre-arranged. An outside ambulance may be called in, if necessary. It is also desirable to have a stretcher available.
Elaborate

At a workplace, there are certain rules which have to followed –rules regarding organizational hierarchy, etc. These signs include:

- **Safety Signs**: Sign providing information or instruction about safety or health at work by means of a signboard, a colour, an illuminated sign or acoustic signal, a verbal communication or hand signal.
- **Signboard**: A sign which provides information or instructions by a combination of shape, colour and a symbol or pictogram which is rendered visible by lighting of sufficient intensity.

Signboards can be of the following four types:

1. **Prohibition sign**: This sign is generally meant for warning against dangerous situations or for safeguarding privacy.
2. **Warning sign**: A sign giving warning of a hazard or danger (e.g., ‘danger: electricity’).
3. **Mandatory sign**: A sign prescribing specific behaviour (e.g., ‘eye protection must be worn’).
4. **Emergency escape, Fire and First-aid signs**: A sign giving information on emergency exits, first aid, or rescue facilities (e.g., ‘emergency exit/escape route’).

Ask

- You could ask the students whether they have noticed safety signs at any place.

Do

- Discuss with the students the difference between these categories.
Notes for Facilitation

- Ask the students to close their books.
- Divide them into teams.
- Paste these signs on a large chart and on the other side, what they stand for in a jumbled up form.
- Call students in a group of two and ask them to match the sign with the respective category.
5. Comply with Industry and Organizational Requirements

Unit 5.1 - Comply with Industry and Organizational Requirements
Key Learning Outcomes

At the end of the module, students will be able to:

• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.

• Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel.

• Apply and follow these policies and procedures within your work practices.

• Provide support to your supervisor and team members in enforcing these considerations.

• Identify and report any possible deviation to these requirements.
UNIT 5.1: Comply with Industry and Organizational Requirements

Unit Objectives

At the end of the unit, students will be able to:

• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.

• Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel.

• Apply and follow these policies and procedures within your work practices.

• Provide support to your supervisor and team members in enforcing these considerations.

• Identify and report any possible deviation to these requirements.

Resources to be Used

• Available objects such as a duster, pen, notebook etc.

Say

According to Merriam Webster the dictionary definition of compliance is as follows:

• The act or process of complying to a desire, demand, proposal, or regimen, or to coercion.

• Conformity in fulfilling official requirements.

• A disposition to yield to others.

• The ability of an object to yield elastically when a force is applied

Do

You could discuss with the students, how can different personal goals of employees be channelized to ensure organizational success.

Ask

You could ask the students what are their goals and how do they strive to achieve them.
Notes for Facilitation

- You could divide the students into 4 groups.
- Assign to them the task of discussing about goals of a school, office, NGO.
- You could also ask them to state what policies would help in achieving the respective goals.
- Give them 10mins. time for discussion among the groups.
- At the end of the time duration, call out the students randomly to say their respective points.

Say

- Compliance is the standard for the product which ensures that it is aligned to its industry's qualitative demands.
- This also includes audits and inspections which are crucial to a proper and formal work environment.

Social Compliance

The treatment of the employees by its business constitutes social compliance. This also includes their environment and their personal perspective on social responsibility as an employee.

Compliance Audit

Process Safety Management, Risk Management Programs, and Process Security Management are all organised and provided by audits and assessments. Compliance and its verification is carried out with audits that focus particularly on these policies and procedures.

Elaborate

There are different phases involved in an audit. They are:

I. Pre-audit: It includes planning and organising the audit; establishing the audit objectives, scope and etiquette; and reviewing the design of the program by inspecting documentation

II. On-site audit: It includes conducting personnel interviews, reviewing records, and making observations to assess program implementation

III. Post-audit: It includes briefing the management on audit findings, and preparing a final report.

Ask

You could ask the students to discuss about the importance of inspection in a school.
Notes for Facilitation

- Is social compliance as important as achieving organizational objectives? Discuss.
- You could also discuss the importance of cross-checking whether policies are being carried out in the desired way.

Say

International labour standards have grown into a wide-ranging system of gadgets on work and social policy, backed by a administrative system intended to address all sorts of complications in their submission at the national level

- Removal of Discernment in Employment and Occupation
- Freedom of Association
- Right to Collective Bargaining
- Elimination of all Forms of Forced or Compulsory Labour
- Effective Abolition of Child Labour

Do

You could discuss with the students about India being the country with one of the richest and poorest people.

Notes for Facilitation

- You could discuss with the students about the soaring height of the social evil of child labour in our country.
- You could also discuss about the steps that can be taken at a small level to eradicate child labour.

Say

- The compliance level of garment factory is very high for Indian exporters.
- To ensure that all standards are being complied with, the big international companies, mindful of their branding, often generate and follow their own compliance standards.

Do

You could discuss how child labour is a major hurdle in the development of the country.
You could ask the students whether they anyone who has worked as a child labour. If yes, you could also ask them to narrate about the condition in which they worked and the treatment obtained by them.

**Notes for Facilitation**

- You could discuss with the students, the loopholes in law that fail in dealing with the exploitation of children at an early age despite the presence of several laws in this regard.
- Also, you could discuss about the measures that can be taken by people to deal with this issue at their personal level and serve towards general good.
- You could also talk about the ethical concerns for a child serving as child labour.

**Say**

- The Indian apparel export industry is making efforts to create a zero tolerance on child labour and cleanse the supply chain.
- This would not only be good for the children working under poor conditions but also help in improving the image of the country against international claims of indulging in such practices.

**Do**

You could discuss with the students, what role can be played by the local people in dealing with this issue.

**Ask**

- You could ask the students whether they have seen anyone reporting to the concerned authority about the use of child labour that he/she may have seen around.
- If yes, you could ask them to share the incident.

**Notes for Facilitation**

- You could discuss with the students, the importance of clearing India’s image in this regard.
- You could also talk about the steps that can be taken to spread awareness.
Apparel Export Promotion Council (AEPC), the peak body of Indian apparel exporters, has launched an agenda, named it “DISHA” (Driving Industry towards Sustainable Human Capital Advancement) with a primary objective to aid garment exporters comply with global standards referring to child labour.

- This program is directed to encourage members to follow better social practices.
- These practices will give them a competitive edge in the global market.

You could discuss with the students, what role can be played by the local people in dealing with this issue.

You could ask the students whether they know about code of conduct and ethics.

You could discuss the concept and importance of Code of Conduct with the students.

Also, you could give the students to guess what the code of conduct for certain professions like doctor, lawyer would include.

You could give them some time to think about it.

At the end of the time duration, there can be a class discussion.

Offer help, when necessary.

The apparel industry of India is one of the significant export segments. It enjoys a good global ranking because of its quality and price affordability.

**AEPC’s assistance to garment exporters**

AEPC brings about invaluable backing to Indian garment exporters and also the international buyers who select India as their favoured tracing terminus for garments.

**AEPC- Disha Initiative**

AEPC in its unceasing efforts to make India a preferred sourcing end point plans to undertake a series of activities to reinforce the compliance code volume in the Indian export garment industry.
### Purpose of Disha programme
- To increase mindfulness among apparel companies on social and environmental standards based on applicable Indian laws.
- To progress effectiveness of apparel manufacturer.
- To promote a management system oriented thinking and approach for engaging with social and environmental issues.
- To promote a progression-based certification system that supports quantity of progress towards adoption and upkeep of yardstick practices in the Disha Common Code of Conduct (Disha-CCC).

### Main components of Disha
- Disha Certification
- Common Code of Conduct (CCC)
- Factory Capacity Building & Training
- Baseline & Impact Assessment

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### Do

In a country like India that is heading towards development, the apparel industry still exists to be labour-intensive. Can it prove to be a hurdle in near future? Discuss.

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### Ask

You could ask the students to think about the benefits that DISHA offers to its members.

### Notes for Facilitation
- You could discuss about the importance of such programmes across sectors.
- You could compare DISHA with other similar programmes in other sectors.

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### Say

The industry is growing at a fast pace with change in customer taste and inclinations. There are numerous factors impacting a change in customer preferences. Few of them are here:
- Rise in disposable incomes
- Government policy focused on fast-track growth
- Convenience of shopping at departmental stores and shopping malls
- Increasing demand for branded apparels and fashion accessories
- Boom in the retail industry
Do

You could discuss the importance of carrying out social responsibility.

Ask

You could ask the students what do they know about social responsibility

Notes for Facilitation

• You could write down the name of certain occupations on board, say doctor, teacher, lawyer, businessman.
• You could call out students at random and ask them to think what should be the social responsibility of a person in a particular occupation.
• You could offer help.

Say

• The Indian apparel industry had established itself substantially not just in the domestic but global market too.
• The improved density from international apparel buyers to comply with labour principles and rights in Indian garment factories has resulted into a vast number of labels and code of conduct.

Ask

You could ask the students the importance of complying with international standards.

Notes for Facilitation

• You could discuss with the students, the importance of providing good working conditions to labour, ensuring their safety.

Say

• Corporate social responsibility (CSR) fundamentally connotes that the establishment should work in a principled way.
• The notion of social accountability and responsibilities in Indian apparel sector is fastening acceptance.
• Increasing number of companies are tiresome to work in a mode to defend the interests of the workforce, clients, contractors and the society.
You could discuss with the students why it is the obligation of business houses to engage in CPR.

**Notes for Facilitation**

- You could give the students various examples of organizations that have created examples of CPR.
- You could discuss in detail, the example of Tata.

A garment factory can fulfill its social responsibility in the following manner:

- By creating and providing a challenging environment to the workforce.
- Creation and provision of fair book of policies for any kind of employee dispute, if any.
- Affirm a safe and positive working environment for the employees.
- Prohibit child labour and abolish any kind of child abuse.
- Provision of equal opportunities to the employees to voice their feedback and have an effective policy for the solution of dispute.
- Ensure ethical recruitment, training, remuneration, appraisal and other policies.

You could discuss with the students, the importance of social responsibility.

**Notes for Facilitation**

- Can workers play a role in carrying out social responsibility? Discuss.
- You could discuss with the students, the steps that have been taken by the garment industry in general to ensure that social responsibility is carried out.
- You could also discuss whether the term ‘social responsibility’ is misused at times by organizations.

**Say**

- The Indian apparel industry is working with an objective of reaching 6.5 billion by the end of 2012, a Fig that is almost double the size of the last profit calculated by the Indian Chamber of Commerce (ICC).
- With increasing demand for Indian goods, the pressure and obligation to comply with international standards is increasing.
Ask

You could ask the students whether they have an idea about the monetary collection of other sectors

Notes for Facilitation

• You could tell the students about Indian Chamber of Commerce (ICC) and the functions performed by it.

Say

• The code of ethics is concerned with the quality of the products and services from the workstations along with the working environment that should meet the provisions of audits and assessments.

Ask

You could ask the students whether they know properly, the meaning of ethics

Notes for Facilitation

• You could call out students at random and discuss what ethics should be adhered to by a doctor, businessman, medicine manufacturer etc.
• You could help the student in discussion.

Say

• Garment workshops should ensure a confirmation that employees should get minimum wages as per the domestic law and according to their working hours spent by them in the industry.
• Employer should confirm an equal wages to both men and women employees who are performing the same work or work of a similar nature.
• Workforce employed for more than nine hours on any day or for more than 48 hours in any week, shall be qualified to wages at premium legal rates for such overtime work.
• Every employee must be entitled to one holiday in a week.
• Whenever a worker is required to work on a weekly holiday, he is to be allowed a compensatory holiday for each holiday so lost.
Do

- You could discuss with the students why it is important to have a day off.
- In doing so, you could discuss concepts like rest, relaxation, productivity, etc.

Ask

You could ask the students whether they have ever felt that their speed of doing a particular work has decreased substantially when they have been working continuously without taking rest.

Notes for Facilitation

- You could compare the past situation when women were paid much less than men for equal amount of work with the present one.
- Has there been any real change in this scenario at present?
- Does everything go smoothly as it is expected in terms of compensation and holidays? Discuss.

Say

- Businesses units should see that they are providing a proper clean, hygienic, well-ventilation, sufficient light and air to provide the workforce with standard work environment.
- Indian garment industries should ensure that the workers are given a comfortable sitting chair with back support and proper leg space.

Do

You could discuss with the students, the bad shape that this sort of carelessness(in maintaining a comfortable working environment) can take

Ask

You could ask the students to think about the steps that can be taken for improving the comfort of the workers.

Notes for Facilitation

You could discuss with the students, the relation between comfortable working of the employees and increasing productivity.
Do

You could discuss with the students, the fundamental rights that offer an individual to exercise his own beliefs, etc.

Ask

You could ask the students whether they have ever faced any discrimination on the basis of any of these factors.

Notes for Facilitation

You could discuss with the students, various facts regarding India’s diversity in terms of caste, beliefs, etc.

Say

- Religion, community, culture or belief characteristics should never be the basis of distinction among employees by the organisation.
- One can accomplish a dynamic and vigorous compliance system only when the workforce is provided with an equal stand to voice their concern and have consultative instrument at the workplace.
- The Apparel Export Promotion Council of India (AEPC), a summit framework of Indian apparel exporters, runs all social compliance services to meet international global standards.

Do

You could discuss with the students what all areas are included under social compliance.
You could ask the students whether they have ever witnessed unsafe working conditions or workers, exploitation in terms of wages, child labor, etc.

**Notes for Facilitation**

- You could discuss with the students, the importance of social compliance.
- You could also ask the students what steps can be taken at the local level to ensure social compliance.

**Say**

- Apart from the growing quality of outputs that meet transnationally recognized standards, it is essential for the suppliers to improve safety and health compliance code and provide proper working atmosphere in their work locations.
- Numerous overseas countries have established various international compliance standards on safety and health compliance.
- One should not under-estimate the benefits drawn from regular drilling of compliance codes of conduct which can bring higher price of yields, less employee turnover rate, smooth trade relation as well as global image & status.

**Do**

You could discuss with the students the importance of ensuring the good health and safety of the workers (apart from the humanitarian concept).

**Ask**

You could ask the students whether they have ever witnessed a change in their productivity when they were unhealthy.

**Notes for Facilitation**

- You could make chits and write several keywords like- absenteeism, bad posture, lack of proper ventilation, dim lighting, lack of break, etc.
- You could call out students at random and ask them to pick up a chit.
- Once they have picked it up, they should speak on the respective topic given to them and speak in the context of labour.
**Say**

- Companies should adopt compliance code to protect their goodwill and brand name in the market.
- The Indian apparel industry needs to be hard-hitting on compliance rather than opposing with other developing countries manufacturing low-cost garments.

**Do**

- You could give the students examples of companies like Tata that have always had a good reputation in supporting social causes.
- You could also discuss whether such actions have monetized well for the company.

**Ask**

You could ask the students whether they know of any such examples in their vicinity.

**Notes for Facilitation**

You could discuss with the students, the need to comply with internationally set codes.

**Say**

Apparel factories ought to contemplate the below mentioned guidelines when complying with safety and health compliance code standards:

- Trades should comply with international standard code, such as ISO or importing countries standard code to become competitive in international markets.
- It is necessary for workers involved in loading and unloading operations.
- Young adults (between 15 to 18 years) are not allowed to work on any dangerous machine without sufficient training and supervision.
- Ear plugs or muffs should be given in places with excessive sound such as generator rooms and embroidery rooms.
- Factories should have effective fire extinguisher with proper usage instructions.
- Eye-wear and face shields should be a must, providing in areas with danger of flying objects, sparks, glare, hazardous liquids and excessive dust.
Do

You could discuss with the students other such safety measures that might be needed.

Ask

You could ask the students whether they have seen the adherence to these standards, for instance, the use of eye-wear by people who do welding, etc.

Notes for Facilitation

• You could discuss the steps that can be taken to increase the use of these safety-kits.
• Also, you could list the measures that can be taken to increase awareness regarding safety.

Say

• In India, the Apparel Export Promotion Council (AEPC) is committed to legal compliance and principled business Practices.
  • The council has designed a garment factory compliance program ‘Disha’ (Driving Industry towards Sustainable Human Capital Advancement) that aims to spread awareness regarding the importance of compliance among garment exporters.

Do

You could give the students, a glimpse of the DISHA programe.

Notes for Facilitation

You could trace the situation of the export industry prior to the formation of the AEPC and after its commencement.
Countries like Europe and USA that are the biggest markets for Indian apparel countries have been insisting upon compliance to certain social, environmental and safety standards and norms by the production units involved in export business.

Some of the common Indian Garment industry compliance code guidelines are:

- There shall be no differences in workers remuneration for work of equal value on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, or social or ethnic origin.
- Exporters shall ensure that proper ventilation systems are installed within their premises to prevent airborne exposures which may affect the health of workers.
- Workers shall be entitled to at least 24 consecutive hours of rest in every seven-day period. If workers must work on a rest day, an alternative consecutive 24 hours rest day must be provided.
- Exporters shall pay workers at least the legal minimum wage or the prevailing industry wage, whichever is higher.
- Exporters shall not unreasonably restrain the freedom of movement of workers, including movement in canteen during breaks, using toilets, accessing water, etc.
- Garment exporters must ensure that the minimum age requirement to non-hazardous employment shall not be less than 14 years.
- Exporters shall not threaten female workers with dismissal or any other employment decision that negatively affects their employment status in order to prevent them from getting married or becoming pregnant.

You could discuss with the students, the carelessness prevalent in workers across different sectors.

You could ask the students whether they know of instances when female workers have been physically or mentally assaulted during work.

Are all these standards complied with? Discuss. You could also have a quick overview of the importance of free movement of workers in the workplace. You could trace the condition of women in the industry.
• Child labour superfluities under many conditions such as discernment (based on gender, ethnic, or religious issues), inaccessibility of educational and other substitutes, weak enforcement of child labour laws, etc.
• Various companies of U.S originality have included child labour in their code of conduct, due to tenacious evidence of child exploitation in the industry.
• All the export units must be highly compliant on issues related to child labour.

**Do ✔**
You could discuss with the students the importance of audit in ensuring the compliance of such standards.

**Ask 🎨**
You could ask the students what do they know about the status of child labour in India.

**Notes for Facilitation 📚**
• You could discuss with the students the students, the outcomes in case of non-compliance of such standards.
• You could discuss with the students, various laws related to child labour/enforced labour in the country.

**Say 🎨**
• Garment exporters must safeguard that the bottom limit of the age requirement to non-hazardous employment should not be less than 14 years.
• The trainees or occupational students shall not be under the legal age for employment (as provided under the applicable laws).
• A proper process is followed for checking the age of the workers.

**Do ✔**
You could discuss with the students the measures that can be taken for checking the age of individuals.

**Ask 🎨**
You could ask the students whether they have seen freshers/interns working for free or getting exploited in the name of work.
Notes for Facilitation

• You could ask the students the measures that can be taken to raise awareness among the parents of child labour about its ill effects.
• You could also discuss the spheres in which child labour is most prevalent.
6. Soft Skills and Communication Skills

Unit 6.1 - Introduction to the Soft Skills
Unit 6.2 - Effective Communication
Unit 6.3 - Grooming and Hygiene
Unit 6.4 - Interpersonal Skill Development
Unit 6.5 - Social Interaction
Unit 6.6 - Group Interaction
Unit 6.7 - Time Management
Unit 6.8 - Resume Preparation
Unit 6.9 - Interview Preparation
At the end of this module, you will be able to:

1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel.
3. Apply and follow these policies and procedures within your work practices.
4. Provide support to your supervisor and team members in enforcing these considerations.
5. Identify and report any possible deviation to these requirements.
UNIT 6.1: Soft Skills

Unit Objectives

At the end of the unit, students will be able to:

1. Understand the basic meaning of Soft Skills, their components and their benefits.
2. Understand Work Readiness and its significance.

Resources to be Used

• Available objects such as a duster, pen, notebook etc.

Do

• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about equipment readiness in this unit.

Say

• Tell about soft skill
• The benefits of soft skills
• Necessity of soft skills

Notes for Facilitation

• Tell participants to complete the questions at the end of the sub unit.
• Ask participants if they have any doubts. Encourage them to ask questions.
• Answer their queries satisfactorily.
UNIT 6.2: Effective Communication

**Unit Objectives**

At the end of the unit, students will be able to:
1. Do public speaking.
2. Describe his /her likes and dislikes for five minutes in the classroom.
3. Basic etiquette during a conversation with another person, overcome shyness etc

**Resources to be Used**

- Available objects such as a duster, pen, notebook etc.

**Do**

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about equipment readiness in this unit.

**Say**

- Explain the communication process
- Tell about the importance of verbal and non-verbal communication
- Give tips on active listening

**Notes for Facilitation**

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.3: Grooming and Hygiene

Unit Objectives

At the end of the unit, students will be able to:
1. Maintain cleanliness and hygiene.
2. Keep their dress clean and tidy.
3. Maintain positive body language while speaking.
4. Enable to perform more of the do’s than the don’ts.
5. Learn about good eating habit and their impact on health.
6. Avoiding bad things such as gutkha and alcohol.
7. Learn about AIDS and its prevention

Resources to be Used

• Available objects such as a duster, pen, notebook etc.

Do

• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about equipment readiness in this unit.

Say

• Enlighten students about necessity of personal grooming
• Tell the importance of body posture
• Explain the necessity of proper hygiene
• Tell them about healthy living and healthy food habits
• Create awareness about HIV/AIDS
Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.4: Interpersonal Skill Development

Unit Objectives

At the end of the unit, students will be able to:
1. Develop a positive attitude and behaviour.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about equipment readiness in this unit.

Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills
Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.5: Social Interaction

Unit Objectives

At the end of the unit, students will be able to:

1. Understand what social interaction is and what social interaction behaviours are.
2. Give a brief description about himself/herself in public.
3. Follow daily duties.
4. Cooperate with peers, family and other members in society.

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about equipment readiness in this unit.

Say

- Tell about duties and responsibilities
- Enlighten people about the necessity of cooperation

Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.6: Group Interaction

Unit Objectives

At the end of the unit, students will be able to:

1. Participate in group discussions in the class.
2. Give speech in the public.
3. Understand the importance of team building and team work.

Resources to be Used

• Available objects such as a duster, pen, notebook etc.

Do

• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about equipment readiness in this unit.

Say

• Teach about importance of group interaction.
• Show why is team work necessary

Notes for Facilitation

• Tell participants to complete the questions at the end of the sub unit.
• Ask participants if they have any doubts. Encourage them to ask questions.
• Answer their queries satisfactorily.
UNIT 6.7: Interpersonal Skill Development

Unit Objectives
At the end of the unit, students will be able to:
1. Develop a positive attitude and behaviour.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

Resources to be Used
• Available objects such as a duster, pen, notebook etc.

Do
• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about equipment readiness in this unit.

Say
• Tell the importance of maintaining positive attitude
• Give examples of successful people
• Tell the importance of goal setting
• Explain importance of team work
• Enlighten about the importance of etiquettes
• Say about stress and anger management
• Speak about leadership skills
Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.8: Interpersonal Skill Development

**Unit Objectives**

At the end of the unit, students will be able to:

1. Develop a positive attitude and behaviour.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

**Resources to be Used**

- Available objects such as a duster, pen, notebook etc.

**Do**

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about equipment readiness in this unit.

**Say**

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills
Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
UNIT 6.9: Interpersonal Skill Development

Unit Objectives

At the end of the unit, students will be able to:
1. Develop a positive attitude and behaviour.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

Resources to be Used

- Available objects such as a duster, pen, notebook etc.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about equipment readiness in this unit.

Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills
Notes for Facilitation

• Tell participants to complete the questions at the end of the sub unit.
• Ask participants if they have any doubts. Encourage them to ask questions.
• Answer their queries satisfactorily.
7. First Aid and CPR

Unit 7.1: First Aid and CPR
Key Learning Outcomes

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

• Identify different methods of first aid.
• Perform first aid.
• Understand CPR.
• Perform CPR in case of emergency
UNIT 7.1: First Aid and CPR

Unit Objectives

At the end of the unit, students will be able to:

• Identify different methods of first aid.
• Perform first aid.
• Understand CPR.
• Perform CPR in case of emergency

Resources to be Used

• Available objects such as a duster, pen, notebook etc.

Do

• Greet and welcome the participants to the next session of the program.
• Before starting the session ask them do they have any doubts pertaining to the previous unit.
• Capture their responses on board and share them wherever necessary.
• Tell them that they will learn about equipment readiness in this unit.

Say

• Explain what is first aid
• Explain about splints and aids of torso
• State what is CPR
• Demonstrate how to perform CPR on an adult
• Demonstrate CPR using AED
Elaborate

First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. It includes initial intervention in a serious condition prior to professional medical help being available, such as performing CPR while awaiting an ambulance, as well as the complete treatment of minor conditions, such as applying a plaster to a cut. First aid, however, does not necessarily require any particular equipment or prior knowledge, and can involve improvisation with materials available at the time, often by untrained persons.

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Assessment</th>
<th>Action</th>
<th>Aftercare</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observe</td>
<td>• Assess what is required to be done</td>
<td>• Do what you can</td>
<td>• Once you have assisted the victim, stay with him/her till expert care arrives</td>
</tr>
<tr>
<td>• Stop to Help</td>
<td>• Ask yourself, ‘Can I do it?’</td>
<td>• Call for expert medical help</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take care of your and the bystander’s safety</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 7.1.1: Four A’s of First Aid

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Demonstrate

When using rigid material

Always use long enough pieces to reach the joints beyond the break. For example, when splinting a forearm, the material should be long enough to touch both the wrist and the elbow. This helps keep the material in place and prevents too much pressure from being applied to the wound.

- During the application of a splint, it is important to not attempt to straighten the break. This will lead to more injury and pain for the affected. Instead, the splint should be applies to the break the way it was.

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

Elaborate

Basic life support (BLS) is a level of medical care which is used for victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital.

First aid is as easy as ABC – airway, breathing and CPR (cardiopulmonary resuscitation). In any situation, apply the DRSABCD Action Plan.

DRSABCD stands for:

- Danger
- Response
- Send for help
• Airway
• Breathing
• CPR (cardiopulmonary resuscitation)
• Defibrillator

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

---

Demonstrate

Performing CPR for an Adult

• Step 1: Check the scene for immediate danger:
• Step 2: Assess the victim’s consciousness:
• Step 3: Do not check for a pulse:
• Step 4: Check for breathing:
• Step 5: Place the victim on his or her back:

Trainer’s Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees’ the concept.

---

Notes for Facilitation

• Tell participants to complete the questions at the end of the sub unit.
• Ask participants if they have any doubts. Encourage them to ask questions.
• Answer their queries satisfactorily.
8. Employability & Entrepreneurship Skills

Unit 8.1 – Personal Strengths & Value Systems
Unit 8.2 – Digital Literacy: A Recap
Unit 8.3 – Money Matters
Unit 8.4 – Preparing for Employment & Self Employment
Unit 8.5 – Understanding Entrepreneurship
Unit 8.6 – Preparing to be an Entrepreneur
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 flip chart 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.
At the end of this unit, participants will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch 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 technique
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 8.1.1: 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?

Say
- 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?

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

Role Play
- 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.

Summarize
- Through this activity we got some tips on how can we prevent these common health issues.
Facilitator Guide

**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**
- 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?

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

**Summarize**
- Tell them about good and bad habits and the reasons to make good habits a way of life.
UNIT 8.1.2: 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
• Pens

Say
• 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 workplace.
• Second part will cover a few safety signs, symbols and equipments at workplace.
• Use this format for the first part of the activity.

<table>
<thead>
<tr>
<th>PART 1</th>
<th>Hazard</th>
<th>What could happen?</th>
<th>How could it be corrected?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask
• How could you or your employees get hurt at work?
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.

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.

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

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.

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

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.
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

**Unit Objectives**

**Resources to be Used**

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

**Activity**

- This is a paper pencil activity.

<table>
<thead>
<tr>
<th>What are the three sentences that describe you the best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need to live happily?</td>
</tr>
<tr>
<td>What are your strengths and weaknesses?</td>
</tr>
</tbody>
</table>

**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.
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.

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.

Is your attitude positive or negative?

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?

What did you learn from this story?

What Motivates You?
This is an individual activity.
It is an exercise given in the Participant Handbook.

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.

• 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 8.1.4: Honesty & Work Ethics

Unit Objectives
At the end of this unit, participants will be able to:
• Discuss the qualities of honest people
• Describe the importance of honesty in entrepreneurs
• Discuss the elements of a strong work ethic
• Discuss how to foster a good work ethic

Resources to be Used
• Participant Handbook

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

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

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

## Case Study Analysis

### Scenario 1
Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

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

### Scenario 2
Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law’s wedding was around the corner, Smita wanted to buy few handcrafted Phulkari dupattas. She placed an order for three dupattas 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 dupattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn’t wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

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

### Scenario 3
Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar’s services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

### Scenario 4
Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

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

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

Summarize

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.
UNIT 8.1.5: 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
- 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?

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

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

Water filter/purifier at source
Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.
Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.
Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.
Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

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.
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.


Ask

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

Say

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

Team Activity

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

Activity De-brief

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

Do

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

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

Notes for Facilitation

- Source for stories on innovations:
UNIT 8.1.6: 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.

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

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

Say
- 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

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<td>14.</td>
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<tr>
<td>15.</td>
<td></td>
</tr>
</tbody>
</table>
URGENT-IMPORTANT GRID

**URGENT/ IMPORTANT**
- Meetings
- Last minute demands
- Project deadlines
- Crisis

**NOT URGENT/ IMPORTANT**
- Planning
- Working towards goals
- Building relationship
- Personal commitments

**URGENT/ NOT IMPORTANT**
- Interruptions
- Phone calls/ E-mails
- Other people’s minor demands

**NOT URGENT/ NOT IMPORTANT**
- Internet surfing
- Social media
- Watching TV

**URGENT-IMPORTANT GRID format**

1 2

3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT
**Do**

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

**Say**

**Activity De-brief:**

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

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

- **Category 1: Urgent/Important**
  - Try to keep as few tasks as possible here, with the aim to eliminate.
  - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.

- **Category 2: Not Urgent/Important**
  - Plan these tasks carefully and efficiently as they are most crucial ones for success.
  - If necessary, also plan where you will do these tasks, so that you’re free from interruptions.
  - Include strategic thinking, deciding on goals or general direction and planning in your planning process.

- **Category 3: Urgent/Not Important**
  - Ask yourself whether you can reschedule or delegate them.
  - A common source of such activities is other people. Sometimes it’s appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

- **Category 4: Not Important and Not Urgent**
  - You also want to minimize the tasks that you have in this category.
  - These activities are just a distraction – avoid them if possible.
  - You can simply ignore or cancel many of them.
  - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
  - Schedule your leisure activities carefully so that they don’t have an impact on other important tasks.

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

**Summarize**

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.
Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.

- One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"

- He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.

- He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration? "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).

- End the story with these lines...

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first.
UNIT 8.1.7: 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?

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

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

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

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

Say

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

Do

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

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

<table>
<thead>
<tr>
<th>List of triggers that make you angry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone says you did something wrong.</td>
</tr>
<tr>
<td>You want something you can’t have now.</td>
</tr>
<tr>
<td>You get caught doing something you shouldn’t have been doing.</td>
</tr>
<tr>
<td>You are accused of doing something you didn’t do.</td>
</tr>
<tr>
<td>You are told that you can’t do something.</td>
</tr>
<tr>
<td>Someone doesn’t agree with you.</td>
</tr>
<tr>
<td>Someone doesn’t do what you tell him to do.</td>
</tr>
<tr>
<td>Someone unexpected happens that messes up your schedule.</td>
</tr>
</tbody>
</table>

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**

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

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

**Resources to be Used**

- Participant Handbook

**Ask**

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

**Say**

- 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:
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.

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.

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?

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

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

Notes for Facilitation

• Keep printed copies of the activities/ scenarios ready for the session.
• Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
• Encourage participation and make the discussions interative.
UNIT 8.2: 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 8.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives
At the end of this unit, participants will be able to:
• Identify the basic parts of a computer
• Identify the basic parts of a keyboard
• Recall basic computer terminology
• Recall the functions of basic computer keys

Resources to be Used
• Participant Handbook
• Computer Systems with the required applications

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

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

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

Say
• Let’s look at some basic internet terms.
• Discuss ‘Basic Internet Terms’ with the participants as given in the Participant Handbook.

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

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

Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.
UNIT 8.2.2: 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 8.2.3: 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, furniture and many other items can be purchased online.

Ask

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

Say

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

Team Activity

E-commerce examples

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

- 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.
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.

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.

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?

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

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

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.
UNIT 8.3: 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 8.3.1: 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 per 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?
Pressman

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 8.3.2: 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 classmate advises her to open a recurring deposit account in the bank.

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

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

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

Ask
• Can someone say what are the different types of bank accounts?
Let's learn about the different types of bank accounts through an activity.

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.

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

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.

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?

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

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

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 need for filling the form.
Now fill in the form.

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

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

Summarize

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.

**XXX Bank**

**SAVING BANK ACCOUNT OPENING FORM**

Account No.: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Name of the Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Village/Town</td>
</tr>
<tr>
<td>Sub District / Block Name</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>SSA Code / Ward No.</td>
</tr>
<tr>
<td>Village Code / Town Code</td>
</tr>
</tbody>
</table>

**Applicant Details:**

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Mr./Mrs./Ms.</th>
<th>First</th>
<th>Middle</th>
<th>Last Name</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Spouse/Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pin Code</td>
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<td></td>
</tr>
<tr>
<td>Tel No. Mobile</td>
<td>Date of Birth</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Aadhaar No.</td>
<td>Pan No.</td>
<td></td>
<td></td>
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<tr>
<td>MNREGA Job Card No.</td>
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<td></td>
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<tr>
<td>Occupation/Profession</td>
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<td></td>
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</tr>
<tr>
<td>Annual Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Dependents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilitator Guide

<table>
<thead>
<tr>
<th>Detail of Assets</th>
<th>Owning House : Y/N</th>
<th>Owning Farm : Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Animals :</td>
<td>Any other :</td>
</tr>
<tr>
<td>Existing Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/c. of family</td>
<td>Y / N</td>
<td>If yes, No. of A/cs.</td>
</tr>
<tr>
<td>members / household</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kisan Credit Card</td>
<td>Whether Eligible : Y / N</td>
<td></td>
</tr>
</tbody>
</table>

I request you to issue me a Rupay Card.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration:
I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place: 
Date: 
Signature / LTI of Applicant

Nomination:
I want to nominate as under

<table>
<thead>
<tr>
<th>Name of Nominee</th>
<th>Relationship</th>
<th>Age</th>
<th>Date of Birth in case of minor</th>
<th>Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Place: 
Date: 
Signature / LTI of Applicant

Witness(es)*
1. __________________________
2. __________________________

*Witness is requires only for thumb impression and not for signature
UNIT 8.3.3: 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
• 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
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

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

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

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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do

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

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

Notes for Facilitation

• Answers for the activity - Identify the type of cost

1. Rent (Fixed)
2. Telephone bill (Fixed)
3. Electricity bill (Fixed)
4. Machinery (Fixed)
5. Insurance (Fixed)
6. Office supplies/ Raw materials (Variable)
7. Employee salaries (Fixed)
8. Commission percentage given to sales person for every unit sold (Variable)
9. Credit card fees (Variable)
10. Vendor bills (Variable)
UNIT 8.3.4: 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 participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
• Why do you think people get their cars insured or have a medical insurance?
• You have saved money and want to invest it, how would you decide what is the best investment for your money?

Example
• Let’s have a look at a few scenarios.

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

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

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

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

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

Say
• Let’s learn the differences between the three by having an activity.

Say
• We will have a quiz today.
Team Activity

• The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?
   "Bonds are instruments used by public and private companies to raise large sums of money."

2. Who issues the bonds?
   "Private and public companies issue the bonds."

3. Why are bonds issued?
   "To raise large amount of money as it cannot be burrowed from the bank."

4. Who is the buyer of stocks and equities?
   "The general public is the buyer."

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

6. What is 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 is 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 8.3.5: 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.
• Tell the class the various features of online banking:
  • Through their website set-up your online account.
  • Choose a secure username and password.
  • Set-up your contact information.
  • Once your information is verified, you are good to go.
  • Once you enter the portal explore all the features and learn your way through the portal.
• Discuss about maintaining the security of the online account.
Say

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

Do

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

Summarize

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.
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 8.4.1: 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 8.4.2: Preparing an Effective Resume: How to Create an 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
- Pens

Ask

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

Say

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

Do

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

Say

- 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

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**Facilitator Guide**

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**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: 91-988XXXXX10  
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 8.4.3: 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

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

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

Role Play
Conduct a role play for the situation given.

**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?
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.

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?

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.

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?

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.”
Role Play

Conduct a role play for the situation given.

**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.”

**Role Play**

Conduct a role play for the situation given.

**Role Play – Situation 5**

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

**Say**

**De-brief:**

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

Conduct a role play for the situation given.

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.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7
• The interviewer will start by asking the interviewee a few generic questions such as:
  • What is your name?
  • Tell me something about yourself?
  • Can you tell me something about your family?
• Then, bringing the interview to a close, ask the interviewee:
  • Do you have any questions for me?

Say

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

Explain

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

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

**Activity**

**Mock Interview Questions**

<table>
<thead>
<tr>
<th>Mock Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell me something about your family.</td>
</tr>
<tr>
<td>What qualities would you look for in a Manager or a Supervisor?</td>
</tr>
<tr>
<td>Why did you apply for this job?</td>
</tr>
<tr>
<td>What do you know about this company?</td>
</tr>
<tr>
<td>How do you deal with criticism?</td>
</tr>
<tr>
<td>How do you plan to strike a good work-life balance?</td>
</tr>
<tr>
<td>Where do you see yourself five years from now?</td>
</tr>
<tr>
<td>Have you applied for jobs in other companies?</td>
</tr>
<tr>
<td>What kind of salary do you expect from this job?</td>
</tr>
<tr>
<td>Do you have any questions for me?</td>
</tr>
</tbody>
</table>

**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 8.4.4: 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
• Pens

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

Say
• 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.
Facilitator Guide

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.
Do

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

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.
At the end of this unit, participants will be able to:
1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe 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 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 your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure
UNIT 8.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives
At the end of this unit, participants will be able to:
- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

Resources to be Used
- Participant Handbook

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

Team Activity

Quiz Questions
1. Who is the founder of Reliance Industries?
   - Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?
   - Azim Premji
3. Who launched e-commerce website Flipkart?
   - Sachin Bansal and Binny Bansal
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.
Facilitator Guide

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 8.5.2: 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
- 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?
**Long Chain**

- This is a group activity.

**Do**

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

**Say**

*De-brief:*

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

**Say**

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

**Summarize**

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

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**Team Activity**

Employability & Entrepreneurship Skills
UNIT 8.5.3: 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

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Form a circle.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>The next person who first heard the message should whisper the message very quickly to the person sitting next to them.</td>
</tr>
<tr>
<td>4</td>
<td>The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.</td>
</tr>
</tbody>
</table>

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.
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.

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

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.

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

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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there any law against a man marrying his widow's sister?</td>
<td>Yes, it's called a widow's remarriage.</td>
</tr>
<tr>
<td>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?</td>
<td>Seven hours.</td>
</tr>
<tr>
<td>Do they have a 26th of January in England?</td>
<td>Yes, it's called the 26th.</td>
</tr>
<tr>
<td>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?</td>
<td>The kerosene lamp.</td>
</tr>
<tr>
<td>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?</td>
<td>One match was a tie.</td>
</tr>
<tr>
<td>There was an airplane crash. Every single person died, but two people survived. How is this possible?</td>
<td>One person was a child and the other was an adult.</td>
</tr>
<tr>
<td>If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?</td>
<td>In the country they were travelling to.</td>
</tr>
<tr>
<td>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?</td>
<td>It depends on the location of the house.</td>
</tr>
</tbody>
</table>
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 8.5.4: 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.
- 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.
- 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.
- 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.
**Facilitator Guide**

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

**Say**
**De-brief questions:**
1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

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

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

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

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

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

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

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

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

Say

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask

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

Say

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

Say

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

Role Play

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

Do

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

Problem solving Scenario 1

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

It’s around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.
Problem solving Scenario 2
You are running a successful small scale business, Shreeji Aggarbattis. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established its 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 8.5.5: 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?

**Weakness**
What are your weaknesses?
What do your competitors do better than you?

**Opportunity**
What trends may positively impact you?
What opportunities are available to 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 8.5.6: Entrepreneurship Support Eco-System

**Unit Objectives**

At the end of this unit, participants will be able to:
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- 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.
Facilitator Guide

Do

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

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

Ask

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

Say

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

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

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

Activity De-brief
- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.
UNIT 8.5.7: 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
- Marker pens

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

Example
- Let's have a look at these two examples:

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

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

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

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

Say
- Let's see what type of risks Rohit and Suresh took.

Say
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say
- Let's learn more about risk appetite and resilience with the help of an activity.
**Team Activity**

**Risk Appetite**
- This is a group activity.

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

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

**Do**

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

**Ask**

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

**Example**

- Let’s have a look at the following example:

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

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

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.
Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur. Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

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

**Team Activity**

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

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

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

**Summarize**
- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.
UNIT 8.5.8: Success and Failures

Unit Objectives

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

• 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 about success and failure with the help of an activity.
**Team Activity**

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- 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 interview as a 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.
UNIT 8.6: 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. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise
UNIT 8.6.1: 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 of 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?
By opening a tuition centre you are offering a service.

What factors will you keep in mind before opening it?

Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Let’s learn about the 4Ps of Marketing with the help of an 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 present their strategy.

Encourage other groups to be interactive and ask questions.

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
Say

- Each entrepreneur has an idea of what 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.

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

- Recall basic business terminology

**Resources to be Used**

- Participant Handbook

**Say**

- 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.

**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?
    \( A = P(1 + rt); R = r \times 100 \)

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 8.6.3: CRM & Networking

Unit Objectives
At the end of this unit, participants will be able to:
• Discuss the need for CRM
• Discuss the benefits of CRM
• Discuss the need for networking
• Discuss the benefits of networking

Resources to be Used
• Participant Handbook

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

Say
• 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.
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?
Ask the participants what they have learnt from this exercise/activity.

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 8.6.4: Business Plan: Why Set Goals?

Unit Objectives
At the end of this unit, participants will be able to:
• Discuss the importance of setting goals
• Differentiate between short-term, medium-term and long-term goals
• Discuss how to write a business plan
• Explain the financial planning process
• Discuss ways to manage your risk

Resources to be Used
• Participant Handbook
• Chart papers
• Blank papers
• Marker pens
• Ruler

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

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

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

Do
• Ask few participants to share their business ideas.

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

Say
• 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.

<table>
<thead>
<tr>
<th>MY BUSINESS PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary: What is your Mission Statement?</td>
</tr>
<tr>
<td>Business Description: What is the nature of your business?</td>
</tr>
<tr>
<td>Market Analysis: What is your target market?</td>
</tr>
<tr>
<td>Organization and Management: What is your company’s organizational structure?</td>
</tr>
<tr>
<td>Service or Product Line: What is the lifecycle of your product/service?</td>
</tr>
<tr>
<td>Marketing and Sales: How will you advertise and sell your products?</td>
</tr>
<tr>
<td>Funding Request: How much fund is required and from where?</td>
</tr>
</tbody>
</table>

**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.
Notes for Facilitation

- Keep the business plan format ready in a flipchart to display it during 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.

Say

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your startup.

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

- 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.
UNIT 8.6.5: 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.

Do
• Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
• Explain the details to be filled in a loan application form.
• Divide the class into groups. Give each group a loan application form.
• Ask the groups to discuss and fill the form.

Summarize
• Close the discussion by summarizing the important documents needed for bank loan.
• Ask the participants if they have any questions related to what they have talked about so far.
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

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

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

**Resources to be Used**

- Participant Handbook
- Blank sheets of paper
- Pens

**Ask**

- Why do you want to become an entrepreneur?

**Say**

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let’s understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named ‘20 Questions to Ask Yourself Before Considering Entrepreneurship’. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

**Do**

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don’t let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

**Summarize**

- 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.
9. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria
## Annexure I

### Training Delivery Plan

<table>
<thead>
<tr>
<th>Training Delivery Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name:</strong></td>
</tr>
<tr>
<td><strong>Qualification Pack Name &amp; Ref. ID</strong></td>
</tr>
<tr>
<td><strong>Version No.</strong></td>
</tr>
<tr>
<td><strong>Version Update Date</strong></td>
</tr>
<tr>
<td><strong>Pre-requisites to Training</strong></td>
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<tr>
<td><strong>Training Outcomes</strong></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>Sl. No.</td>
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<tr>
<td>Pressing and Ironing Activities</td>
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</tr>
<tr>
<td>1. Discuss about ironing board and boiler iron used in production unit</td>
</tr>
<tr>
<td>2. Outline the steps in preparation of the workplace for ironing</td>
</tr>
<tr>
<td>3. Explain the garment ironing process to finish apparel</td>
</tr>
<tr>
<td>4. Elaborate on methods to free the area from risk and hazards</td>
</tr>
</tbody>
</table>

### Practical

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC34-PC40</th>
<th>Practical Lab</th>
<th>Steam iron, pressing station, garments, charts, illustrations, schematic diagrams, etc.</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take part in different types of Pressing and Ironing</td>
<td></td>
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<tr>
<td>Take part in operating a Steam Iron</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC34-PC40</th>
<th>Practical Lab</th>
<th>Boiler Iron, Pressing station, Ironing board, garments, charts, illustrations and schematic diagrams</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make use of an Ironing Board with a Boiler Iron</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC34-PC40</th>
<th>Practical Lab</th>
<th>Iron, Garments, pressing station, ironing board, documents, job cards, etc.</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate various steps of Ironing Operations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC34-PC40</th>
<th>Practical Lab</th>
<th>Iron, Dress Shirt, Trouser, pressing station, ironing board, steam iron, charts, illustrations, schematic diagrams, etc.</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ironing of a Dress Shirt</td>
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<tr>
<td>Demonstrate ironing of a Trouser</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC2</th>
<th>Practical Lab</th>
<th>Care Labels, charts, illustrations, schematic diagrams, etc.</th>
<th>4:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and understand the instructions in Care Labels</td>
<td></td>
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</tbody>
</table>

### Practical Lab

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC36, KB 5</th>
<th>Practical Lab</th>
<th>Folding station, clips, hangers, Note Pad, Trouser, Plastic bags, charts, illustrations and schematic diagrams</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out folding of a pant side to side</td>
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</tr>
<tr>
<td>Carry out folding of a pant front to back</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC36, KB 5</th>
<th>Practical Lab</th>
<th>Folding station, clips, hangers, Note Pad, Shorts, Skirt, Plastic bags, charts, illustrations and schematic diagrams</th>
<th>6:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out folding a shorts</td>
<td></td>
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<tr>
<td>Carry out folding a short or long skirt</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th>AMH/N0401 PC36, KB 5</th>
<th>Practical Lab</th>
<th>Folding station, clips, hangers, Note Pad, T-Shirt, Shirt, Hooded Jacket, Plastic bags, charts, illustrations and schematic diagrams</th>
<th>8:00 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out folding a T-Shirt &amp; Shirt</td>
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<tr>
<td>Carry out folding a Hooded Jacket</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Location</td>
<td>Venue</td>
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<tr>
<td>213 hrs.</td>
<td><strong>Common defects in Garments</strong></td>
<td>AMH/N0401 PC 7-PC10 PC13-PC15</td>
<td>Facilitator-led – Discussion / Demonstration</td>
<td></td>
</tr>
<tr>
<td>213 hrs.</td>
<td><strong>Practical</strong> Carry out folding a long sleeve full skirt dress Carry out folding a short sleeve full skirt dress</td>
<td>Folding station, clips, hangers, Note Pad, Short Sleeve full skirt dress Plastic bags, charts, illustrations and schematic diagrams</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>8:00 hrs.</td>
<td><strong>Theory</strong> Build an understanding about different types of defects</td>
<td>AMH/N0401 PC 7-PC10 PC13-PC15</td>
<td>Defects swatch file and fabric swatch file</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Practical</strong> Categorise different defects</td>
<td>AMH/N0401 PC 7-PC10 PC13-PC15</td>
<td>Defects swatch file and fabric swatch file</td>
<td></td>
</tr>
<tr>
<td>6:00 hrs.</td>
<td><strong>Practical</strong> Identify and rectify different pressing defects</td>
<td>AMH/N0401 PC 7-PC10 PC13-PC15</td>
<td>Defects swatch file and fabric swatch file</td>
<td></td>
</tr>
<tr>
<td>6:00 hrs.</td>
<td><strong>Practical</strong> Identify and rectify common Defects</td>
<td>AMH/N0401 PC 7-PC10 PC13-PC15</td>
<td>Defects swatch file and fabric swatch file</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Garments Sizes</strong> Build an understanding of various terms used in garment charts</td>
<td>AMH/N0401 PC 39</td>
<td>Garment charts, Size charts, etc.</td>
<td></td>
</tr>
<tr>
<td>6:00 hrs.</td>
<td><strong>Practical</strong> Carry out Trouser &amp; Shirt measurement specification</td>
<td>AMH/N0401 PC 39</td>
<td>Measurement sheets, measuring tape and measuring station</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Establishing Learner’s Understanding</strong> Analyze and examine learning confirmation</td>
<td>AMH/N0401 PC 39</td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Maintain work – area, tools and machines</strong> Maintain Work area, Tools and Machines</td>
<td>AMH/N 0102 PC4,PC11-PC14</td>
<td>Tools &amp; equipment, process charts, pen &amp; paper exercise and schematic diagrams</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Theory</strong> Illustrate the importance of tool cleanliness and maintenance</td>
<td>AMH/N 0102 PC4,PC11-PC14</td>
<td>Tools &amp; equipment, process charts, pen &amp; paper exercise and schematic diagrams</td>
<td></td>
</tr>
<tr>
<td>5:00 hrs.</td>
<td><strong>Theory</strong> Interpret the importance of Preventive &amp; Running maintenance of machine &amp; tools</td>
<td>AMH/N 0102 PC4-PC9</td>
<td>Tools &amp; equipment, process charts, pen &amp; paper exercise and schematic diagrams</td>
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<tr>
<td>6:00 hrs.</td>
<td><strong>Theory</strong> List the methods of minimization of waste 1. Elaborate on safe waste disposal in the designated location</td>
<td>AMH/N 0102 PC3,PC12</td>
<td>Tools &amp; equipment, process charts, pen &amp; paper exercise and schematic diagrams</td>
<td></td>
</tr>
<tr>
<td>6:00 hrs.</td>
<td><strong>Theory</strong> Elaborate towards purpose and benefits of maintaining hazard free workplace</td>
<td>AMH/N 0102 PC4</td>
<td>Tools &amp; equipment, process charts, pen &amp; paper exercise and schematic diagrams</td>
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</table>
### Established Learner’s Understanding

<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Elaborate on health &amp; safety related instructions at the workplace</td>
<td>AMH/N103 PC1-PC18</td>
<td>Facilitator-led discussion</td>
</tr>
<tr>
<td></td>
<td>Charts of good personal health practices, note pad and audio-visual clips</td>
<td>AMH/N103 PC2</td>
<td>Facilitator-led discussion</td>
</tr>
<tr>
<td></td>
<td>Chart for PPE, note pad and audio-visual clips</td>
<td>AMH/N103 PC12-PC18</td>
<td>Facilitator-led discussion</td>
</tr>
<tr>
<td></td>
<td>Audio-visual clips and Process charts</td>
<td>AMH/N103 PC11-PC18</td>
<td>Facilitator-led discussion</td>
</tr>
<tr>
<td></td>
<td>Diagrams, charts, etc.</td>
<td>AMH/N103 PC16</td>
<td>Facilitator-led discussion</td>
</tr>
<tr>
<td></td>
<td>Chart for First Aid materials and First Aid Box</td>
<td>AMH/N103 PC1-PC18</td>
<td>Facilitator-led discussion</td>
</tr>
</tbody>
</table>

### Theory

| 1. | Elaborate on health & safety related instructions at the workplace | AMH/N103 PC1-PC18 | Facilitator-led discussion |
| 2. | Elaborate on probable hazards at the workplace and handling them | AMH/N103 PC2 | Facilitator-led discussion |
| 3. | Elaborate on probable hazards at the workplace and handling them | AMH/N103 PC12-PC18 | Facilitator-led discussion |
| 4. | Summarise probable machine/equipment malfunctions | AMH/N103 PC11-PC18 | Facilitator-led discussion |
| 5. | Discuss first Aid & its application | AMH/N103 PC16 | Facilitator-led discussion |

### Practical: Demonstrate

| 1. | Inspection and Selection of cleaning method | AMH/N102 PC1 – PC 14, PC3, PC12 | Practical Lab |
| 2. | Signs of poor housekeeping | AMH/N102 PC1 – PC 14, PC3, PC12 | Practical Lab |
| 3. | Demonstrate ways to minimise garment waste | AMH/N102 PC1 – PC 14, PC3, PC12 | Practical Lab |
| 4. | Managing and handling Garment Waste | AMH/N102 PC1 – PC 14, PC3, PC12 | Practical Lab |
| 5. | Trace common cleaning products | AMH/N102 PC1 – PC 14, PC3, PC12 | Practical Lab |

### Practical

| 1. | Problem in iron and their solution | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |
| 2. | Troubleshooting Iron | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |
| 3. | Benefits of maintaining Hazard-free workplace | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |
| 4. | Planning workplace maintenance | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |
| 5. | Maintaining tools and equipment | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |
| 6. | Show workplace maintenance | AMH/N0102 PC1 – PC 14, PC4-P14 | Practical Lab |

### Theory

<p>| 1. | Elaborate on health &amp; safety related instructions at the workplace | AMH/N103 PC1-PC18 | Facilitator-led discussion |
| 2. | Elaborate on probable hazards at the workplace and handling them | AMH/N103 PC2 | Facilitator-led discussion |
| 3. | Elaborate on probable hazards at the workplace and handling them | AMH/N103 PC12-PC18 | Facilitator-led discussion |
| 4. | Summarise probable machine/equipment malfunctions | AMH/N103 PC11-PC18 | Facilitator-led discussion |
| 5. | Discuss first Aid &amp; its application | AMH/N103 PC16 | Facilitator-led discussion |</p>
<table>
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</thead>
<tbody>
<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0103 PC2</strong></td>
<td><strong>Practical Lab</strong></td>
<td>Process charts and flow charts, Various PPEs</td>
<td>6:00 hrs.</td>
</tr>
<tr>
<td>• Demonstrate wearing and taking off PPE</td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0103 PC15-PC16</strong></td>
<td><strong>Practical Lab</strong></td>
<td>Mock drill video, mock drill charts and first aid box</td>
<td>7:00 hrs.</td>
</tr>
<tr>
<td>• Take part in Mock Drills / Evacuation</td>
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<tr>
<td>• Make use of First Aid</td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0103 PC13</strong></td>
<td><strong>Practical Lab</strong></td>
<td>Tools &amp; equipment, documents, charts, etc.</td>
<td>6:00 hrs.</td>
</tr>
<tr>
<td>• Take part in periodic walkthrough for hazard identification</td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0103 PC15-PC18</strong></td>
<td><strong>Practical Lab</strong></td>
<td>Mock drill video, mock drill charts and first aid box</td>
<td>6:00 hrs.</td>
</tr>
<tr>
<td>• Apply emergency preparedness &amp; response</td>
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<tr>
<td>• Identify safety signs at workplace</td>
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<tr>
<td><strong>Establish Learner’s Understanding</strong></td>
<td><strong>AMH/N0103</strong></td>
<td><strong>Facilitator led question-answer session</strong></td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
<td>-</td>
</tr>
<tr>
<td>• Analyze and examine learning confirmation</td>
<td></td>
<td>• Gauge the learner for their understanding &amp; proficiency of the module</td>
<td></td>
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<tr>
<td>• Process based gauging to map learning curve</td>
<td></td>
<td>• Process based gauging to map learning curve</td>
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<tr>
<td><strong>Comply with Industry, Regulatory and Organizational Requirements</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Facilitator-led discussion</strong></td>
<td>Different tool and cleaning equipment</td>
<td>5:00 hrs.</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td>• Team building exercises and games, documents, charts, etc.</td>
<td></td>
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</tr>
<tr>
<td>1. <strong>Illustrate the importance of tool cleanliness and maintenance</strong></td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Role Plays/team Work</strong></td>
<td>Pen &amp; paper exercise and Policy documents</td>
<td>2:00 hrs.</td>
</tr>
<tr>
<td>• Providing support to supervisors and team members</td>
<td></td>
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</tr>
<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Role Plays/team Work</strong></td>
<td>Team building exercises and games, documents, charts, etc.</td>
<td>2:00 hrs.</td>
</tr>
<tr>
<td>• Identification and reporting of any policy deviation</td>
<td></td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Role Plays/team Work</strong></td>
<td>Note Pad and documents</td>
<td>3:00 hrs.</td>
</tr>
<tr>
<td>• Working in a team</td>
<td></td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Facilitator-led discussion</strong></td>
<td>Note Pad and Garment Industry structure charts</td>
<td>3:00 hrs.</td>
</tr>
<tr>
<td>• Role of APEC in Indian Garment Industry</td>
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<tr>
<td><strong>Practical</strong></td>
<td><strong>AMH/N0104 PC 1 – PC 5</strong></td>
<td><strong>Facilitator-led discussion</strong></td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
<td>-</td>
</tr>
<tr>
<td>• Significance of compliance in Indian Garment Industry</td>
<td></td>
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</tr>
<tr>
<td><strong>Establish Learner’s Understanding</strong></td>
<td><strong>AMH/N0104</strong></td>
<td><strong>Facilitator led question-answer session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyze and examine learning confirmation</td>
<td></td>
<td>• Evaluate the learner for their understanding &amp; proficiency of the module</td>
<td></td>
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<tr>
<td>• Process based evaluation</td>
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<td>• Process based evaluation</td>
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<tr>
<td><strong>Establish Learner’s Understanding</strong></td>
<td><strong>AMH/N0104</strong></td>
<td><strong>Facilitator led question-answer session</strong></td>
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<tr>
<td>• Analyze and examine learning confirmation</td>
<td></td>
<td>• Evaluate the learner for their understanding &amp; proficiency of the module</td>
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<td>• Process based evaluation</td>
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<td></td>
<td>Theory</td>
<td>Bridge Module</td>
<td>Facilitator Guide</td>
<td>Time</td>
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</tr>
<tr>
<td>6. Soft Skills and Communication Skills</td>
<td>1. Explain body language and non verbal communication 2. Discuss about conducting self in interview 3. Explain anger and conflict management</td>
<td>Facilitator-led - discussion</td>
<td>Presentation, Audio-visual clips and Role plays</td>
<td>1:00 hr.</td>
</tr>
<tr>
<td></td>
<td>1. Explain towards managing job related stress effectively 2. Build an understanding about work ethics</td>
<td>Facilitator-led - discussion</td>
<td>Presentation, Audio-visual clips and Role plays</td>
<td>1:00 hr.</td>
</tr>
<tr>
<td></td>
<td>1. Develop awareness towards AIDS 2. Discuss the importance of health and hygiene 3. Develop awareness about ill effects of alcohol and tobacco</td>
<td>Facilitator-led - discussion</td>
<td>Presentation, Audio-visual clips and Role plays</td>
<td>1:00 hr.</td>
</tr>
<tr>
<td></td>
<td>Paper based practical</td>
<td>Practical Lab</td>
<td>Grooming videos, grooming charts, resume templates, documents, charts, etc.</td>
<td>3:00 hrs.</td>
</tr>
<tr>
<td></td>
<td>• Analyze and examine learning confirmation</td>
<td>Facilitator led question-answer session  • Evaluate the learner for their understanding &amp; proficiency of the module  • Process based evaluation</td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
<td>-</td>
</tr>
<tr>
<td>7. First Aid and CPR First Aid and CPR</td>
<td>1. Develop an understanding of using appropriate first aid 2. Explain the procedures of doing CPR</td>
<td>Facilitator-led - discussion</td>
<td>Process chart, schematic diagram, pen &amp; paper exercise, charts and images</td>
<td>3:00 hrs.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate skill to provide first aid assistance  • Apply Splints  • Perform CPR</td>
<td>Practical Lab</td>
<td>Process chart, schematic diagram, pen &amp; paper exercise, charts and images</td>
<td>7:00 hrs.</td>
</tr>
<tr>
<td></td>
<td>• Analyze and examine learning confirmation</td>
<td>Facilitator led question-answer session  • Evaluate the learner for their understanding &amp; proficiency of the module</td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
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</tr>
<tr>
<td>8.</td>
<td>IT Skills</td>
<td>Introduction to Computer</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Discuss computer &amp; computer peripherals</td>
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<td>Discuss the advantages and disadvantages of computer</td>
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<td>Basic Computer Knowledge</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Explain how to perform simple tasks using computer</td>
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<td>Components of Computer</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Identify and use different parts and components of computer</td>
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<td>Concept of Operating System</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Discuss about operating windows and doing simple tasks</td>
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<td>MS Word</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Explain the procedure of writing and printing a document</td>
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<td>MS Power Point</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Explain formatting a slide and making a presentation using MS – PowerPoint.</td>
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<td>MS Excel</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>Explain formatting cell contents and other features in MS-Excel</td>
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<td>Internet Concepts</td>
<td>Theory</td>
<td>Digital Literacy</td>
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<td>List methods of using the internet to gather information</td>
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<td>Establishing Learner’s Understanding</td>
<td>• Analyze and examine learning confirmation</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>9.</td>
<td>Employability and Entrepreneurship skills</td>
<td>Personal Strengths &amp; Value Systems</td>
<td>Theory</td>
<td>Bridge Module</td>
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<td></td>
<td>1. Build awareness towards maintain health &amp; hygiene</td>
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<td>2. Elaborate on self analysis &amp; self motivation</td>
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<td>3. Explain stress &amp; anger management</td>
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<td>4. Illustrate the qualities of a successful Entrepreneur</td>
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<td>5. Discuss the right way of conducting self in workplace</td>
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<td>6. Discuss about work ethics</td>
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<td>Digital Literacy: A Recap</td>
<td>Theory</td>
<td>Bridge Module</td>
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<td>1. Basic parts of computer &amp; computer peripherals</td>
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<td>2. Basic computer terminology</td>
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<td>3. Basic computer application (MS office, Outlook, Internet)</td>
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<td>4. Basic features of using e-commerce</td>
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<td></td>
<td>Money Matters</td>
<td>Theory</td>
<td>Bridge Module</td>
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<td></td>
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<td>1. Discuss opening and operating a bank account</td>
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<td>2. Discuss the importance and methods of savings</td>
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<td>3. Discuss about investment options</td>
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<td>4. Discuss about cost of operations</td>
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<td>5. Discuss about types of Fund Transfer</td>
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<td></td>
<td>Preparing for Employment and Self Employment</td>
<td>Theory</td>
<td>Bridge Module</td>
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<td></td>
<td>1. Discuss the steps to prepare for an interview</td>
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<td>2. Discuss the steps to create an effective Resume</td>
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<td>3. Discuss the most frequently asked interview questions</td>
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<td>4. Discuss how to answer the most frequently asked interview questions</td>
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<td>5. Discuss basic workplace terminology</td>
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<tr>
<td>Understanding Entrepreneurship</td>
<td>1. Discuss the concept and characteristics of entrepreneurship 2. Describe the different types of enterprises 3. Elaborate on establishing effective leadership 4. Discuss about skills for undertaking team work 5. Explain importance of effective communication 6. Discuss about Negotiation Skills and Conflict Resolution</td>
<td>Bridge Module</td>
<td>Facilitator-led discussion</td>
<td>Charts, images and illustration</td>
</tr>
<tr>
<td>Preparing to be an Entrepreneur</td>
<td>1. Explain basic marketing skills 2. Explain CRM and its importance 3. Elaborate on setting and achieving goals 4. Discuss the procedure of making a business plan 5. List steps in carrying out a market research 6. Explain Business &amp; Financial Planning Process 7. Discuss about ways of managing an enterprise</td>
<td>Bridge Module</td>
<td>Facilitator-led discussion</td>
<td>Charts, images and illustration</td>
</tr>
<tr>
<td>Establishing Learner’s Understanding</td>
<td>• Analyze and examine learning confirmation</td>
<td>Bridge Module</td>
<td>Facilitator led question-answer session • Evaluate the learner for their understanding &amp; proficiency of the module • Process based evaluation</td>
<td>Pen &amp; paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images</td>
</tr>
</tbody>
</table>
Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Guidelines for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>The assessment for the theory part will be based on knowledge bank of questions created by the SSC</td>
</tr>
<tr>
<td>3</td>
<td>Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)</td>
</tr>
<tr>
<td>4</td>
<td>Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria</td>
</tr>
<tr>
<td>5</td>
<td>To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP</td>
</tr>
<tr>
<td>6</td>
<td>In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Criteria for Sewing Machine Operator – Knits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Role</td>
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<tr>
<td>Pressman</td>
</tr>
<tr>
<td>Qualification Pack</td>
</tr>
<tr>
<td>AMH/Q0401</td>
</tr>
<tr>
<td>Sector Skill Council</td>
</tr>
<tr>
<td>APPAREL, MADE-UP’S AND HOME FURNISHING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA FOR ASSESSMENT OF TRAINEES</th>
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<tbody>
<tr>
<td><strong>Total Marks 420</strong></td>
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<td><strong>Out Of</strong></td>
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<td><strong>Theory</strong></td>
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<tr>
<td><strong>Skills Practical</strong></td>
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<td><strong>Viva</strong></td>
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<table>
<thead>
<tr>
<th><strong>1. AMH/N0401</strong> Carry out ironing activities in stitching and finishing operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1. Make sure the work area is free from hazards</td>
</tr>
<tr>
<td>PC2. Follow the instructions on the work ticket/job card in line with the responsibilities of respective job role</td>
</tr>
<tr>
<td>PC3. Ask questions to obtain more information on tasks when the instructions you have are unclear</td>
</tr>
<tr>
<td>PC4. Agree and review your agreed upon work targets with your supervisor and check for special instructions, if any</td>
</tr>
<tr>
<td>PC5. Check that equipment is safe and set up in readiness for use</td>
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<tr>
<td>PC6. Select the correct pattern and inserts for the style being worked on</td>
</tr>
<tr>
<td>PC7. Check that the materials to be used are free from faults</td>
</tr>
<tr>
<td>PC8. Ensure the materials used meet the specification matching</td>
</tr>
<tr>
<td>a. Within a product</td>
</tr>
<tr>
<td>b. Between a pair of products where applicable</td>
</tr>
<tr>
<td>PC9. Report faults in the materials</td>
</tr>
<tr>
<td>PC10. Carry out operations at a rate which maintains work flow and meets production targets</td>
</tr>
<tr>
<td>PC11. Ensure the iron box is in place in the appropriate position as per the standard operating procedure</td>
</tr>
<tr>
<td>PC12. Conform to company quality standards</td>
</tr>
<tr>
<td>PC13. Report any damaged work to the responsible person</td>
</tr>
<tr>
<td>PC14. Follow company reporting procedures about defective tools and machines which affect work and report risks/problems likely to affect services to the relevant person promptly and accurately</td>
</tr>
<tr>
<td>PC15. Sort and place work to assist the next stage of production and minimize the risk of damage</td>
</tr>
<tr>
<td>PC16. Leave work area safe and secure when work is complete</td>
</tr>
<tr>
<td>PC17. Complete forms, records and other documentation</td>
</tr>
<tr>
<td>PC18. Make sure the work area is free from hazards</td>
</tr>
<tr>
<td>PC19. Carry out work functions in line with the responsibilities of your job role</td>
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<tr>
<td>PC20. Examine the specific item to identify what type of ironing is best suited</td>
</tr>
<tr>
<td>PC21. Ask questions to obtain more information on tasks when the instructions are unclear and finalize the stitching option with the supervisor, incase of queries</td>
</tr>
<tr>
<td>PC22. Estimate the expected length of time for the process</td>
</tr>
<tr>
<td>PC23. Set up ironing machine according to manufacturers’ instructions and production requirements</td>
</tr>
<tr>
<td>PC24. Use the correct machine, tools and equipment</td>
</tr>
<tr>
<td>PC25. Set machine controls for the materials being ironed</td>
</tr>
<tr>
<td>PC26. Perform a test run to ensure machine is operating correctly</td>
</tr>
<tr>
<td>PC27. Adjust machine controls where necessary</td>
</tr>
<tr>
<td>PC28. Report defective machines, tools and/or equipment to the responsible person</td>
</tr>
<tr>
<td>PC29. Operate machines safely and in accordance with guidelines</td>
</tr>
<tr>
<td>PC30. Optimize the positioning and layout of materials to ensure a smooth and rapid throughput</td>
</tr>
<tr>
<td>PC31. Check the equipment prior to making the stitching, including:</td>
</tr>
<tr>
<td>PC32. Correct controls</td>
</tr>
<tr>
<td>PC33. Correct attachments</td>
</tr>
<tr>
<td>PC34. Identify the different kinds of ironing required for different parts and apparel and ensure they are ironed as per the specified requirement</td>
</tr>
<tr>
<td>PC35. Ensure the creases are removed or applied as per the customer’s requirements</td>
</tr>
<tr>
<td>PC36. Ensure the garments are inserted with the inserts and folded as per the work instruction</td>
</tr>
<tr>
<td>PC37. Ensure the garments are not stained or burned during the process</td>
</tr>
<tr>
<td>PC38. Identify mark and place rejects in the designated locations</td>
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<tr>
<td>PC39. Carry out alterations to meet customer requirements</td>
</tr>
<tr>
<td>PC40. Pass the ironed item to the next stage in the manufacturing process after validation</td>
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<tr>
<td>PC41. Respond accordingly where ironed items do not meet production specification</td>
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<tr>
<td>PC42. Identify the modifiable defects</td>
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<td><strong>Total</strong></td>
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<tr>
<td>2. AMH/N0102 Maintain work area, tools and machines</td>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>PC1. Handle materials, machinery, equipment and tools with care and use them in the correct way</td>
</tr>
<tr>
<td>PC2. Use correct lifting and handling procedures</td>
</tr>
<tr>
<td>PC3. Use materials to minimize waste</td>
</tr>
<tr>
<td>PC4. Maintain a clean and hazard free working area</td>
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<tr>
<td>PC5. Maintain tools and equipment</td>
</tr>
<tr>
<td>PC6. Carry out running maintenance within agreed schedules</td>
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<tr>
<td>PC7. Carry out maintenance and/or cleaning within one’s responsibility</td>
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<tr>
<td>PC8. Report unsafe equipment and other dangerous occurrences</td>
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<td>PC9. Ensure that the correct machine guards are in place</td>
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<tr>
<td>PC10. Work in a comfortable position with the correct posture</td>
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<tr>
<td>PC11. Use cleaning equipment and methods appropriate for the work to be carried out</td>
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<tr>
<td>PC12. Dispose of waste safely in the designated location</td>
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<tr>
<td>PC13. Store cleaning equipment safely after use</td>
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<td>PC14. Carry out cleaning according to schedules and limits of responsibility</td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>3. AMH/N0103 (Maintain health, safety and security at work place)</th>
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<tbody>
<tr>
<td>PC1. Comply with health and safety related instructions applicable to the workplace</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>3</td>
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<td><strong>PC2. Use and maintain personal protective equipment as per protocol</strong></td>
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<td>PC3. Carry out own activities in line with approved guidelines and procedures</td>
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<td>PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants</td>
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<td>PC5.</td>
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<tr>
<td>PC5. Follow environment management system related procedures</td>
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<tr>
<td>PC6. Identify and correct (if possible) malfunctions in machinery and equipment</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<td>PC7. Report any service malfunctions that cannot be rectified</td>
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</tr>
<tr>
<td>PC8. Store materials and equipment in line with manufacturer’s and organizational requirements</td>
<td>4</td>
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<td>2</td>
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</tr>
<tr>
<td>PC9. Safely handle and move waste and debris</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC10. Minimize health and safety risks to self and others due to own actions</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PC12. Monitor the workplace and work processes for potential risks and threats</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC13. Carry out periodic walk-through to keep work area free from hazards and obstructions if any</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC14. Report hazards and potential risks/threats to supervisors or other authorized personnel</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC15. Participate in mock drills/evacuation procedures organized at the workplace</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC16. Undertake first aid, fire-fighting and emergency response training, if asked to do so</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>PC17. Take action based on instructions in the event of fire, emergencies or accidents</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC18. Follow organization procedures for shutdown and evacuation when required</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total | 100 | 28 | 45 | 27 |

| 4. AMH/N0104 Comply with industry, regulatory and organizational requirements | 50 | 10 | 2 | 5 | 3 |

| PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures | 10 | 3 | 5 | 2 |

| PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel | 10 | 3 | 5 | 2 |
### Guidelines for Assessment

| PC3. Apply and follow these policies and procedures within your work practices | 10 | 5 | 3 | 2 |
| PC4. Provide support to your supervisor and team members in enforcing these considerations | 10 | 2 | 4 | 4 |
| PC5. Identify and report any possible deviation to these requirements | 10 | 2 | 3 | 5 |
| **Total** | **50** | **14** | **20** | **16** |
| **Grand Total** | **420** | **115** | **185** | **120** |

**Do**

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.