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

Shri Narendra Modi
Prime Minister of India
Acknowledgements

The Telecom Sector Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

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

This Facilitator Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.
About this Guide

The Facilitator Guide for Fitter-Modular Furniture is primarily designed to facilitate skill development training of persons who wants to become a Modular Fitter.

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

It includes the following National Occupational Standards (NOSs)-.

- Install different parts of the product (FFS/N5702)
- Maintain the work area, tools and machines (FFS/N8501)
- Maintain health, safety and security at workplace (FFS/N8601)
- Carry out work effectively at the workplace (FFS/N8701)

Post this training, the participant will be able to perform their task as a Modular Fitter.

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

Symbols Used

- Ask
- Tips
- Notes
- Objectives
- Do
- Activity
- Elaborate
- Facilitation Notes
- Learning Outcomes
- Say
- Resources
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   Annexure II: Assessment Criteria
Getting Started: Ice Breaker

Unit Objectives

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

- Get to know each other
- Build Rapport with fellow participants and facilitators
- Relax and feel comfortable in the class

Resources to be Used

Pen, small writing pad, white board, marker and ball of wool.

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Explain the background, the duration of the assessment and finally how the program will help them to get a job. Ensure the participants understand how their entire month will be structured and how they will benefit from the course. Answer their questions satisfactorily.

Say

Good morning and a very warm welcome to this training program ‘Fitter- Modular Furniture’.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program.
- Introduce yourself briefly to participants with your name and background, and your role in the training program.
- Give them a background of the training program. Talk about:
  1. The total duration of the program
  2. How will their day be divided
  3. Periodic assessments
  4. Final assessments
  5. Your expectations from them about their conduct, laying ground rules
- Ensure that participants understand how their entire month will be structured and how they will be benefitted from the training program.
- Answer participants’ questions satisfactorily.
Note

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

Say

We will now conduct an activity which will help you to get familiar with each other.

Activity

Take a ball of wool and ask the participants to make a circle. You are also a part of the circle. Tell them here is a ball of wool, I am going to take a piece of the thread in my hand and throw the ball to anyone. So please be alert and do not let the ball fall. Whoever gets the ball, please introduce yourself (name, and one adjective that best describes you) hold a piece of the thread and throw it to anyone you want. Slowly a web of the wool will be created with everyone holding the thread.

Debrief

Ask them now that we know each other can you see what we have created. Wait for answers. Tell them, “We have created a web, a web of energy.” Ask everyone to loosen their hold on the thread and say, “See if we lose energy how the web loses energy and we hold it tight the web is strong. Similarly as we do this program and study together, each is responsible for the learning and environment in the group. So be responsible, alert and engaged.”

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
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<tbody>
<tr>
<td>Ice Breaker</td>
<td>1 hr</td>
<td>Small writing pads, pens, white board, marker and ball of wool</td>
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</table>
1. Introduction

Unit 1.1 - Introduction of the Training Program
Unit 1.2 - Furniture and Fittings Industry in India
Unit 1.3 - Job Role and Responsibilities of a Modular Furniture Fitter
At the end of this module, you will be able to:

1. Understand what this training program is about
2. Understand about Indian furniture and fittings industry, its size, key growth drivers and market structure
3. Learn about employment opportunities in Indian furniture and fittings industry
4. Define your roles and responsibilities as a modular furniture fitter
5. Gain knowledge about the career progression for a modular furniture fitter
6. Gain knowledge about the technical and essential skills required to become an efficient modular furniture fitter
UNIT 1.1: Introduction to the Training Program

Unit Objectives
At the end of this unit, student will be able to:

- Learn the overview of the training program
- Understand the objectives of the training program
- Follow the ground rules during training sessions

Resources to be Used
Participant handbook, pen, small writing pad, white board, marker.

1.1.1 Note
This is the second session of the program which will give us a brief introduction of the training program and introduce the objectives of the training program to participants. It will also acquaint the participants with the ground rules which are required to be followed throughout the training program.

1.1.2 Say
Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session

1.1.3 Ask
Ask the participants the following questions:

- What would you like to learn from this training?
- What are the topics this training is going to cover?

Write down participants’ answers on whiteboard/blackboard.

1.1.4 Say
Over the years furniture industry in India has grown very fast. The entry of international brands, the concept of good living and better lifestyle, and changing consumer preference has led to the emergence of furniture retailing in India. Consumer preference for low maintenance, functional and quickly installable products has resulted into new trends in the furniture and fittings industry, such as modular furniture. Increased demand for modular furniture requires skilled wood workers. Modular furniture fitter is one of those wood workers who are trained in specific skill sets. Modular furniture fitter is an integral part of furniture industry.

Let us understand about the knowledge and understanding which this program will provide.
1.1.5 Do

Share with the participants about the knowledge and understanding which this program provides.

1.1.6 Elaborate

This program will facilitate you to develop your knowledge and understanding about:

- Furniture and fittings industry in India
- Job role and responsibilities of a modular furniture fitter
- Potential and prospects of a modular furniture fitter in the furniture industry
- Woodworking tools, equipment and machines
- Fasteners and fittings used in modular furniture
- Materials used in modular furniture
- Types of modular furniture
- Modular furniture assembly and installation procedures
- Maintenance and safety of tools and equipment
- Maintaining the workplace clean, organized and safe
- Environmental health and safety
- Policies and procedures, and rules and regulations of an organization
- Core skills/generic skills/professional skills and technical skills required to perform the job in efficient manner

1.1.7 Activity

Ask the participants to generate 10 to 15 words about whatever they have understood about the training program up till now. Capture each response as it comes in on the whiteboard. You can use this opportunity to introduce essential terms, too.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Word Tree</td>
<td>30 mins</td>
<td>Chalk/Marker, blackboard/Flipchart</td>
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</table>

1.1.8 Say

Let us now learn the objectives of the program.

1.1.9 Ask

Ask the participants the following questions:

- What would you like to learn from this training?
- What are the topics this training is going to cover?

Write down participants’ answers on whiteboard/blackboard.
1.1.10 Do
Share with the participants about the objectives of the program

1.1.11 Elaborate
After completing this training program, you will have the skills to:
- Work in a modular furniture manufacturing company, design firm, architect office, builder office or independently as a modular furniture fitter
- Perform your job efficiently
- Work in a safe and secure manner
- Adhere to safety and security guidelines
- Comply with all guidelines and policies of your organization
- Maintain safe, hygienic and secure working environment
- Identify and select appropriate tools and equipment to complete the job
- Use tools and equipment in appropriate manner
- Carry out modular furniture assembly and installation activities efficiently and perfectly
- Handle and maintain tools and equipment in correct and safe manner
- Organize the work area using appropriate methods
- Observe any safety hazards, conditions or unsafe practices at workplace
- Communicate effectively at workplace
- Maintain better workplace relationship
- Possess the right personal qualities, attributes and hygiene for the job

1.1.12 Do
Share with the participants about the ground rules which they are expected to follow by referring to participant handbook (1.1.3)

1.1.13 Note
- Conduct ‘Know the Ground Rules’ activity.
- Explain the purpose and duration of the activity.
1.1.14 Activity

- Ask the participants to form small groups of 3-5 individuals and come up with three training rules that they consider important.
- Ask each group to present their suggestions
- Put up a chart paper on which all proposed training rules will be noted and displayed throughout the entire training.
- Read the ground rules of the training given in the participant handbook aloud to the participants.

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<th>Skill Practice</th>
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<td>Know the ground rules</td>
<td>30 mins</td>
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1.1.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 1.2: Department and Jobs in a Telecom Call Centre

**Unit Objectives**

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

- Discuss the overview of furniture and fittings industry in India
- Learn about the Indian furniture industry size and key growth drivers
- Understand Indian furniture market structure
- Understand the employment opportunities in Indian furniture and fittings industry

**Resources to be Used**

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

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**1.2.1 Note**

This is the third session of the program which gives brief information about the furniture industry in India. It tells about the development and progress of Indian furniture industry. It also provides information about Indian furniture industry size, key growth drivers and its structure. It also tells about the incremental man-power requirement in this industry. The participants should be explained about these in detail.

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**1.2.2 Say**

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

---

**1.2.3 Do**

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the objectives of the training program?
   - What are your expectations with this program?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

---

**1.2.4 Say**

Now let us begin with a new session which is about furniture and fitting industry in India. In the previous sessions we have had a clear understanding about the training program, now we will talk about furniture and fitting industry in India.
1.2.5 Say

The demand for furniture is growing in India rapidly. As of 2006, the Indian furniture market is estimated to be worth USD 7,922 million. According to a recently published report by TechSci Research, ‘India Furniture Market Forecast and Opportunities, 2019’, the country’s furniture market is projected to cross USD 32 billion by 2019. The domestic furniture market in India is highly unorganized with regional players offering a stiff competition to leading furniture companies, which form the organized sector in the Indian furniture market. In order to increase the product availability, organized furniture manufacturers are also entering into tie-ups with E-commerce retailers.

Let us discuss about furniture industry in detail.

1.2.6 Ask

Ask the participants the following questions:

- What can be the reason for the rapid growth of Indian furniture industry in last few years?
- What can be the reason for changing trends in Indian furniture industry?

1.2.7 Do

- Write down participants’ answers on whiteboard/blackboard.
- Compare their answers with the reasons given in participant handbook and discuss about it.
- Discuss with the participants about development and key growth drivers of furniture industry in India in last few years.
- Discuss about the market size of Indian furniture industry
- Explain the participants about the changing trends in furniture industry.

1.2.8 Elaborate

Key features of Indian furniture industry

- This industry makes a marginal contribution of 0.5 per cent of the total Gross Domestic Product (GDP).
- Demand for furniture in India surged at 12% annual rate over 2009-2012, and in 2013 it increased at a rate of 15%.
- Indian furniture market is projected to grow at a CAGR of around 26% during 2014-19.
- The major part of this industry, about 85%, is in the unorganized sector.
- The remaining 15% is in organized sector, which is expected to grow by 20 percent a year in India.
- Organized sector comprises of leading manufacturers, importers and dealer/distributors. Godrej Interio, Featherlite, Evok, Zuari, BP Ergo, Dynasty and Durian are currently the leading companies in the Indian furniture market.

Refer to participant handbook (1.2.1) to explain about key features of furniture industry and key demand drivers that impact the industry.
1.2.9 Activity
Ask the participants to refer to participant handbook and study in detail about furniture industry in India, so that when they are asked question regarding it they are able to answer it.

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<td>Chalk/Marker, blackboard/Flipchart, participant handbook</td>
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1.2.10 Say
Modular furniture is gaining popularity in Indian furniture market due to increasing preference of the consumers for simple and contemporary designs, low maintenance, and quickly installable products with customization options.

Let us now discuss about modular furniture industry and employment opportunities in Indian furniture industry.

1.2.11 Do
- Share with the participants about modular furniture industry.
- Explain the participants about employment opportunities in Indian furniture industry in detail.
- Elaborate all the key points while explaining about employment to participants.

1.2.12 Departments in Telecom Call Centre

**Employment Opportunities:**

Indian furniture industry is manufacturing and exporting high level quality furniture. This industry offers a wide range of employment opportunities. The furniture industry currently employs over 4.11 million employees and is slated to employ more than 11.29 million employees by 2022. The period 2017-22 will see a higher growth in employment vis-a-vis 2013-17 due to expected changes in consumer preferences and penetration of organized furnishing services in tier-I and tier-II towns.

Refer to participant handbook (1.2.2) to explain in detail about modular furniture industry.

1.2.13 Activity
Ask the participants to refer to participant handbook and study in detail about modular furniture industry and employment opportunities in furniture industry, so that when they are asked question regarding it they are able to answer it.

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<th>Skill Practice</th>
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<tr>
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1.2.14 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 1.3: Job Role and Responsibilities of Modular Fitter Furniture

Unit Objectives

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

- Understand the job role of a modular furniture fitter
- Understand the responsibilities of a modular furniture fitter
- List down the essential skills required for the job of a modular furniture fitter

Resources to be Used

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

1.3.1 Note

This is the fourth session of the program which gives a better understanding and knowledge about job role and responsibilities of modular fitter furniture. It also tells us about the essential skills required to become an efficient modular fitter furniture. It also tells about the career progression for a modular fitter furniture. The participants should be explained about these in detail.

1.3.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

1.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Tell something about Indian furniture industry?
   - What are the employment opportunities in Indian furniture industry?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

1.3.4 Say

Now let us begin with a new session which is about job role and responsibilities of modular fitter furniture. In the previous sessions we have had a clear understanding about furniture and fitting industry in India, now we will talk about job role and responsibilities of modular fitter furniture.
1.3.4 Say

Modular furniture manufacturers produce different independent parts for home and office furniture, such as wardrobes, beds, modular kitchens, office tables, etc., quickly and cost-efficiently by using machines. These parts need to be assembled together manually to make the final product as per the client requirement, and installed at client’s location. These activities are carried out by modular furniture fitters. Fitters are required to assemble various products in modular furniture by delivering the product to the client, fitting the parts together and checking the final installed products for any damage. Modular furniture fitters are also known as modular furniture assemblers or installers. A modular furniture fitter is responsible for performing the day-to-day or project activities in assigned work areas in accordance with provided schedules.

Now that we know who is a modular fitter, let us discuss about the work he does.

1.3.6 Ask

Ask the participant the following question

- What work does a modular furniture fitter do?

Write the participants’ answer on whiteboard/blackboard.

1.3.7 Elaborate

A modular furniture fitter:

- Undertakes and conducts site measurement in accordance with design for project work.
- Prepares work to be accomplished by studying 2D and 3D drawings/assembly instructions/guidelines and parts lists; gathering parts and subassemblies; organizing tools and equipment used for installation.
- Verifies that the required tools, equipment and fittings are as per the standards, design and client requirement.
- Positions parts and subassemblies by using templates or reading measurements.
- Assembles and installs all types of free-standing furniture, panel and modular systems; this includes placement, levelling, fastening parts and subassemblies, wipe-down, and touch-up of metal and wood furniture at client’s location.
- Inspects and verifies accuracy of assembled parts/products for conformance to specified standards, using tape measure.
- Ensures proper functioning of the installed furniture.

Refer to participant handbook (Pg-10-12) to explain about the work which a modular furniture fitter does.

1.3.4 Say

We learnt about the work which a modular furniture fitter does. Let us now discuss about the role and responsibilities of a modular furniture fitter, workplace of a modular furniture fitter and ways to become an efficient modular fitter furniture.
1.3.6 Ask

Ask the participants the following questions. Tell them to share it according to their understanding as it will be discussed with them further.

- What are the role and responsibilities of a modular fitter furniture?
- List down the ways to become an efficient modular fitter.

Write the participants’ answers on a whiteboard/blackboard, and link it with the points given in the participant handbook by discussing about it.

1.3.10 Do

- Share with the participants about role and responsibilities of a modular furniture fitter
- Discuss with them about the workplace of a modular furniture fitter
- Explain them the ways to become an efficient modular furniture fitter

1.3.12 Elaborate

A modular furniture fitter is also responsible for:

- Carrying out work functions in accordance with the norms of the organization and workplace
- Working as per organizational policies and procedures
- Safe and correct handling and storage of materials, tools and equipment
- Proper disposal of waste
- Following different ways of minimizing waste
- Following safety procedures while operating hand and power tools
- Maintaining a clean and hazard free working area
- Safe and correct use of tools and equipment
- Following safe work practices
- Using safety equipment and personal protection equipment at workplace
- Completing allocated tasks within the desired time frame and quality standards
- Displaying courteous behaviour at workplace at all times

Refer to participant handbook (1.3.1-1.3.5) to explain about the workplace of a modular furniture fitter and way to become an efficient modular furniture fitter.

1.2.13 Activity

Divide the class in four groups and ask the participants to make a chart on the following:

- Role and responsibilities of a modular furniture fitter
- Ways to become an efficient modular furniture fitter

The best chart will be pinned on the board in order to encourage passive learning. At the end of the activity reiterate about the same in order to conclude the activity in a proper way.
1.3.12 Elaborate

There are good job opportunities for trained and skilled modular furniture fitters. A trained and skilled fitter can work independently. An experienced fitter can become a supervisor or an installation/project manager in future. A fitter may work with kitchen companies, design firms, modular furniture retail outlets or showrooms, real estate companies, furniture manufacturers, or service companies. She/he may also become an independent contractor.

Refer to the diagram given in the participant handbook (1.3.6) to explain about the career ladder of a modular fitter.

1.3.14 Notes for Facilitation

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

### Chart Making

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<th>Resources</th>
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<td>Chart Making</td>
<td>1 hr</td>
<td>Participant handbook, small writing pad, pen,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>
2. Tools, Equipment and Work Area

Unit 2.1 - Tools, Machines and Equipment
Unit 2.2 - Materials and Finishes
Unit 2.3 - Fasteners, Fittings and Accessories
Unit 2.4 - Safety and Maintenance of Tools & Work Area
At the end of this module, you will be able to:

1. Identify and understand various types of tools, machines and equipment used for woodworking
2. Gain knowledge about the functions and usage of woodworking tools, machine and equipment
3. Operate tools and machine in correct and safe manner
4. List down the different materials used to make modular furniture
5. Understand about different types of fasteners and fittings used in modular furniture
6. Select and use right fittings to assemble modular furniture
7. Maintain tools and equipment in correct way
8. Take care of your tools and machines
9. Store your tools and machine in proper way
10. Maintain your workplace by keeping it tidy, neat and clean
11. Minimize the wastage during work process
12. Dispose waste in safe and correct manner
UNIT 2.1: Tools, Machines and Equipments

Unit Objectives

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

- List down hand tools used in wood carpentry and their usage
- List down power tools used in wood carpentry and their usage
- Select right tools to perform the job
- Use tools in correct and safe manner

Resources to be Used

Participant Handbook, pen, small writing pad, equipments used by modular furniture fitter.

2.1.1 Note

This is the fifth session of the program which talks about tools, machines and equipments used by modular furniture fitter.

2.1.2 Say

Good morning and a very warm welcome to this training program ‘Fitter- Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

2.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the roles and responsibilities of a modular furniture fitter.
   - List down the ways to become an efficient modular furniture fitter.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.1.4 Say

Now let us begin with a new session which is about tools, machines and equipments. In the previous sessions we have had a clear understanding about job role and responsibilities of modular fitter furniture, now we will talk about tools, machines and equipments.
Like every trade, furniture making has its tools. Any good wood carpenter knows that the right tool for the project is very critical in manufacturing a quality end product in a timely manner. These tools help to make furniture in easier, faster, and more accurate manner.

There are mainly two types of tools –

Hand Tools: are designed for force to be applied by the person, including screwdrivers, hammers, chisels, saws, etc.

Power Tools: where the force is applied by a power source but needs a person to hold the tool, such as portable electric drills, sanders, saws, nail guns, etc.

Though a modular furniture fitter works with only certain tools, but since she/he is an integral part of furniture making, hence she/he must have full knowledge of all these tools.

Let us know about these tools in details.

Share with the participants about various hand and power tools used by modular furniture fitter.

Tools and equipments used by modular furniture fitter are:

- Measuring tools
- Marking tools
- Planing tools
- Cutting tools
- Chipping tools
- Striking tools
- Boring and drilling tools
- Testing tools
- Holding tools
- Helping tool
- Portable power tools
- Stationary power tools

Refer to participant handbook (2.1.1) to explain in detail about different tools and equipments used by modular furniture fitter.

Ask the participants to visit their classroom’s tool section and see the different types of tools.

Ask them to observe and identify the various types of screwdrivers.
• Ask them to observe and write the difference between different types of drill bits.
• Tell them to make a list of the tools required by a modular furniture fitter

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<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>4 hrs</td>
<td>Equipments used by modular furniture fitter, notepad, pen</td>
</tr>
</tbody>
</table>

2.1.9 Do

Conclude the session by sharing with the participants about safety precautions to be followed while handling the tools and equipments.

2.1.10 Elaborate

Do’s –
• Always use the right tool for the job.
• Always use personal protective equipments.
• While giving a sharp tool to anybody, hold the edge in your hand and the handle to other person.
• Keep the sharp tools in designated place only.
• Check power tools before using them for broken plug or poor condition of the cord.
• Always sharpen the blades of plane or chisel before using them.

Don’ts –
• Do not keep hand tools on machine.
• Do not keep sharp tools in your pocket.
• Do not use caliper as tongs.
• Do not wipe off edges of the steel pull-push rule with bare hands to avoid injury.
• Do not use power tools near water, inflammable gas, or oil.
• Do not touch power tools while they are working.
• Do not use power tools with wet hands.
• Do not talk while working with tools.

2.1.11 Activity

Ask the participants to refer to participant handbook and study in detail about safety precautions to be followed while handling the tools and equipments, so that when they are asked question regarding it they are able to answer it.
2.1.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.2: Material and Finishes

Unit Objectives

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

- Identify the different materials used to build modular furniture
- Understand their properties and applications
- Select right types of material to build modular furniture

Resources to be Used

Pieces of paper, pen, participant handbook, small writing pad, materials used to build a modular furniture

2.2.1 Note

This is the sixth session of the program which talks about material and finishes.

2.2.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

2.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down any 2 measuring tools.
   - List down any 3 cutting tools.
   - List down the chipping tools.
   - List down any three helping tools and explain about it.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.2.4 Say

Modular furniture has become integral to any modern home or office. That’s why it is important to choose a durable and long lasting material for modular furniture. There are various types of materials that are used in modular furniture for different applications, such as MDF, plywood, particle board, etc.

Let us discuss about various materials which are commonly used to build modular furniture.
2.2.6 Elaborate

Materials which are used to build a modular furniture:

- **Particle Board (chipboard)**
  
  It is extensively used across the world for manufacturing furniture that is not exposed to humidity and moisture.

- **Medium-Density Fiber (MDF)**
  
  MDF is an engineered wood made by gluing together the recycled wood fibers/powdered wood by using resin as a binder.

- **Wood fiber board**
  
  As MDF, wood fiber board is also produced from compressed wood dust, but in the case of wood fiber board, wood particles are steamed, the board is made by wet pressing.

- **Boiling Waterproof Plywood (BWP Plywood)**
  
  BWP plywood is an engineered wood, resistant to moisture and high temperature, created from the thin layers of wood glued together at right angles tightly by using Phenol Formaldehyde (PF) resin.

- **Decorative laminates (mica)**
  
  Decorative laminates are usually used for furniture surfaces and wall paneling, especially on flat surfaces, including cabinets and tables. These laminates are easy to maintain, but exposure to water may result in warping or ballooning. Decorative compact laminates are sometimes used for toilet cubicle systems, laboratory tables and kitchen tops, as they are resistant to moisture.

- **Edge bands (PVC tapes)**
  
  The edges of a panel, made of plywood, particle board or MDF, need to be covered, secured and finished so that the panel or furniture looks complete without any rough edges. To give furniture or panel a clean and solid finish, edge banding is used. Edge Banding used for Modular furniture is made of PVC material. Edge Banding is available in circular bangle form.

- **Glass**
  
  Glass shutter or door is one of the most stylish approaches to modular kitchen and wardrobes. Glass can be used in many different ways. Entire shutter or door can be made of glass with a thin wooden or aluminum frame. This is mostly done with wardrobe sliding door or overhead kitchen cabinet shutter.

- **Aluminium Profiles**
  
  Aluminium profiles are mostly used in modular kitchen, wardrobe doors, modular office furniture, and partitions and false ceiling.

Refer to participant handbook (2.2.1) to explain about materials which are used to build a modular furniture.
2.2.7 Activity

- Ask the participants to visit their classroom's material section and see the different types of boards used for modular furniture.
- Ask them to observe, understand and note down the properties of plywood, particle board, and MDF, so that they can share it with the class.

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>4 hr</td>
<td>Pieces of paper, pen, materials used to build a modular furniture</td>
</tr>
</tbody>
</table>

2.2.8 Say

Cabinetry is perhaps the most essential component of any modular kitchen and wardrobes, and its finish is what enhances aesthetic appeal of it. There are various finishes available in the market right now, such as acrylic, membrane foils, polymer, laminates etc. Acrylic and laminates are among the most popular options; however they differ in terms of aesthetics, durability and pricing.

Let us discuss about finishes in detail.

2.2.9 Do

Share with the participants about finishes.

2.2.10 Elaborate

Types of finishes:

Acrylic Finish-
A type of finish similar to lacquer, acrylic is a non-toxic, reflective high gloss finish which can give cabinets a perfectly smooth appearance. It is available in a wide range of colors which retain their hue and brightness for years.

Laminate Finish-
Laminate is a commonly used finishing material for cabinets. Laminates are also available in glossy options but these are not as reflective as an acrylic finish. The variety available in laminate finishes is higher and includes matt, glossy, ultra high gloss.

Refer to participant handbook (2.2.2) to explain about finishes.
2.2.11 Activity

- Ask the participants to visit a modular kitchen retail showroom and observe the different finishes used on cabinetry. Ask them to share their observations with the class.

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>2 hr</td>
<td>Pieces of paper, pen, materials used to build a modular furniture</td>
</tr>
</tbody>
</table>

2.2.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.3: Fasteners, Fittings and Accessories

Unit Objectives

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

- Know about the fasteners and its common types
- Select and use right fasteners for right job
- Know about the types of knock-down fittings and their applications
- Identify and select right fittings for assembly of modular furniture
- Identify other fittings required for furniture
- Know about accessories required for modular kitchen and wardrobes

Resources to be Used

Participant Handbook, pen, small writing pad.

2.3.1 Note

This is the seventh session of the program which talks about fasteners, fittings and accessories.

2.3.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

2.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the benefits of all the materials used to build a modular furniture.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.3.4 Say

Let us begin with a new session which is about fasteners, fittings and accessories. In the previous sessions we have had a clear understanding about material and finishes, now we will talk about fasteners, fittings and accessories.
2.3.5 Say
To give extra strength to a joint or install the fittings and hardware, like hinges, runners, handles, etc. to the furniture, some fasteners are used. Nails and screws are the most common fasteners used in furniture making.
Let us discuss about some commonly used fasteners in detail.

2.3.6 Ask
Ask the participants to name any four fasteners. Note down their answer on a whiteboard/blackboard and link it with the points given in participant handbook.

2.3.7 Do
Discuss with the participants about fasteners used in making furniture.

2.3.8 Elaborate
Commonly used fasteners include:

Nails
Nails consist of a head and shank and are inserted into wood by a hammer or mechanical tool. There are several types, made from either ferrous or non-ferrous metal. Ferrous metals contain iron and will therefore rust unless protected. The holding power of nails depends upon friction and some nails have coatings or grips designed into the body of the nail (shank) to improve this.

Screws
Most modern screws are computer designed. Like a nail, screws consist of a head and a shank. However, the shank is threaded and designed to pull the fastener into the material into which it is being inserted.

Head Types
The head of the screw is the top portion and is usually wider than the rest of the screw’s body.

Drive Types
On the screw’s head is a special design, into which the screwdriver bit fits when, driving the screw into material. This is known as the drive. There are many different designs of drive, and each one has a specific screwdriver bit that fits it correctly.

Refer to participant handbook (2.3.1) to explain about commonly used fasteners in detail.
Different types of fittings are:

**KD (Knock Down) Fittings:**
Knock down fittings are designed to assemble furniture quickly and easily with a limited set of tools, and without using any glue or clamps.

**Hinges:**
Hinges enable two parts of a product some limited rotation against each other, like lid of a box, doors, and gates. They are available in a range of materials, like steel, brass, plastics and a variety of finishes, like polished, electro-plated, galvanized and japanned.

**Runners:**
Runner is commonly known as telescopic channels. By using channels, the drawer can easily slide out and in. these channels are fixed on both sides of the drawer. There are different weight capacities and uses. Based on their extension, there are three types of channels available – 1) partial extension runner, the drawer extends partially, 2) full extension runner, the drawer extends fully, and 3) over extension runner, the drawer extends with over travel.

**Sliding Channels:**
Mainly they are used on doors, windows or wardrobes. They are used where there is space constraint to open the doors. They are available with different mechanism. Follow the manufacturer’s installation guide to install sliding channels.

Refer to participant handbook (2.3.2) to explain about the different furniture fittings in detail.
2.3.13 Activity
Ask the participants to look at a cabinet or wardrobe and examine the knock down fittings that have been used to fix it together. Tell them to explain how these fittings work.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tr>
<td>Skill Practical</td>
<td>2 hr</td>
<td>Participant Handbook, pen, small writing pad</td>
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</table>

2.3.14 Say
Furniture accessories are used not only for to make it functional, but also for decorative purpose. These accessories give a unique look and appearance to the furniture. Today, furniture accessories are available in extensive range of designs, styles, sizes and finishes to satisfy every need. Let us discuss about some basic furniture accessories.

2.3.15 Do
Share with the participants about various furniture accessories.

2.3.16 Elaborate
Furniture accessories include:
- Handle and Knob
- Door/window bolts and Locks

Refer to participant handbook (2.2.3) to explain about various accessories.

2.3.17 Activity
Ask the participants to refer to participant handbook and study in detail about various furniture accessories, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>2 hr</td>
<td>Participant Handbook, pen, small writing pad</td>
</tr>
</tbody>
</table>

2.3.18 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.4: Safety and Maintenance of Tools and Workplace

Unit Objectives

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

- Identify and maintain the hand tools in correct way
- Identify and maintain the power tools in correct way
- Understand how to keep workshop clean and organized
- Store tools and machines in proper way
- Explain the ways to reduce the waste at workplace
- Dispose waste in proper way

Resources to be Used

Participant handbook, pen, small writing pad.

2.4.1 Note

This is the eighth session of the program which talks about safety and maintenance of tools and workplace. It also tells about how to store tools, maintain work area and dispose waste.

2.4.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

2.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Which fitting is used to join two under counter cabinets face-to-face?
   - Which knock down fitting is used to join two table tops?
   - List down the fasteners used in making furniture.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
Now let us begin with a new session which is about safety and maintenance of tools and workplace. In the previous sessions we have had a clear understanding about fasteners, fittings and accessories, now we will talk about safety and maintenance of tools and workplace.

The condition of woodworking tools is important to the quality of the work you do. If tools and machines are not maintained in proper way, your work becomes much more difficult. Poorly maintained tools can damage wood or other materials, costing time and money. If tools are working correctly and efficiently, they not only add to the satisfaction of your efforts, but also ensure your safety. Properly maintained tools reduce the risk of accidents for you and your co-workers.

As a modular furniture fitter, you must know how to maintain and store tools to get the most out of them so that they can make your work more professional and efficient.

Let us discuss about maintenance of tools in detail.

- Share with the participants about how to maintain hand tools
- Discuss with them about power tools

Note:
- Conduct a ‘Field Visit’ activity.
- Explain the purpose and duration of the activity.
- Provide each participant with a notebook and ask them to make notes on whatever they observe on their visit to the store.

Refer to participant handbook (2.4.1-2.4.2) to explain how to maintain hand and power tools.

Take the participants on a field visit to a place where furniture is made and ask them to observe and understand the way tools are stored and maintained there. Ask them to share their understanding with the class

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Field visit</td>
<td>4 hr</td>
<td>Participant Handbook, pen, small writing pad, tools and equipments used to make a modular furniture</td>
</tr>
</tbody>
</table>
2.4.9 Say

We have understood about the ways to maintain tools and equipment’s. Let us move further and discuss about maintenance of work area and to keep the work area clean.

2.4.10 Do

- Share with the participant about benefits of maintaining work area
- Discuss with them about how to keep work area clean and organised

2.4.11 Elaborate

The working area needs to be dry, well-lit, dust-free and clean – for the benefit of both you and your tools. Workshop should be a safe, comfortable, and orderly place to work. This is true for all sizes of workshop, from the largest production workshop to the smallest garden shed.

Refer to participant handbook (2.4.4) to explain how maintain work area and keep it clean and organised.

2.4.12 Activity

Ask the participants to refer to participant handbook and study in detail about how maintain work area and keep it clean and organised, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hr</td>
<td>Chalk/Marker, blackboard/Flipchart, participant handbook</td>
</tr>
</tbody>
</table>

2.4.13 Say

Let us conclude the session by discussing about how to handle waste:

2.4.14 Do

Share with the participants about how to handle waste.

2.4.15 Elaborate

How to handle waste:

To reduce the waste, you should keep certain things in your mind –
2.4.16 Activity

Ask the participants to get into groups and discuss about the ways to handle waste. Tell each group to give a presentation after their discussion. The best presentation will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Group discussion</td>
<td>2hr</td>
<td>Chalk/Marker, blackboard/Flipchart, participant handbook</td>
</tr>
</tbody>
</table>

2.4.17 Notes for Facilitation

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

Note:

- Conduct a ‘Group discussion’ activity
- Explain the purpose and duration of activity
3. Maintain Health, Safety and Security at Workplace

Unit 3.1 – PPE – Personal Protective Equipment
Unit 3.2 – Identify and Deal with Workplace Hazards
Unit 3.3 – Personal Health and Hygiene
Key Learning Outcomes

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

1. List down the personal protective equipment used in woodworking
2. Use personal protective equipment in proper way
3. Identify potential hazards and risks at workplace
4. Deal with potential hazards and risks
5. Take preventive measures to minimize the potential hazards and risks
6. Understand importance of personal health and hygiene
7. Maintain a clean and hygienic personal appearance and health
UNIT 3.1: PPE – Personal Protective Equipment

Unit Objectives

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

- Understand the different types of personal protective equipment
- Select appropriate Personal protective equipment
- Use personal protective equipment in correct and safe manner
- Maintain personal protective equipment correctly

Resources to be Used

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

3.1.1 Note

This is the ninth session of the program which talks about personal protective equipments. It also gives a better understanding about the types of personal protective equipments and its care and maintenance.

3.1.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

3.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Why is maintenance of tools and machines required?
   - What are the benefits of organised and clean work area?
   - List down the ways of handling waste.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
3.1.4 Say

Let us begin with a new session which is about personal protective equipments. In the previous sessions we have had a clear understanding about safety and maintenance of tools and workplace, now we will talk about personal protective equipments.

3.1.5 Say

Hazards exist in every workplace in many different forms – sharp edges, falling objects, flying sparks, chemicals, noise and other potentially dangerous situations. Like every workplace, wood workshop also has exposure to a variety of risks and hazards that can cause injury. A fitter, a lock technician, a carpenter and other team members may face many risks while working with wood, such as flying wood fragments, noise, wood dust, nails, sharp tools, etc. Everyone at workplace should be protected from these risks and hazards that can cause danger for their safety.

Let us discuss about Personal Protective Equipments and its types in detail.

3.1.6 Ask

Ask the participants the following questions?

- What do you understand by PPE?
- List down the different types of PPEs.

Response:

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then telling them about PPE and its types.

3.1.7 Do

Discuss with the participants about personal protective equipments and its types.

Tell them that Personal protective equipment is commonly referred to as ‘PPE’. Personal protective equipment is equipment worn to safeguard from hazards and help to minimize exposure to hazards at workplace. PPE include items such as gloves, foot and eye protection, protective hearing devices, safety helmets, high-visibility clothing and safety harnesses. It also includes respiratory protective equipment (RPE).

3.1.8 Elaborate

Some commonly used PPE in wood workshop:

Head protection:

Protection from potential head injuries is a key element of any safety program. A head injury can impair a worker for life or it can be fatal. Wearing a safety helmet is one of the easiest ways to protect the head from injury.

Eye protection:

Wood workers can be exposed to a large number of hazards that pose danger to their eyes and face. It is important to ensure that workers use appropriate eye or face protection if they are exposed to eye or face hazards.
Hearing protection:
Wearing a hearing protector can prevent damage to the ears caused by very loud noise.

Hand protection:
Safety gloves are used to protect hands from cuts. There are several types of safety gloves and the correct type must be used for the task at hand.

Safety Shoes:
Wood workers, who face possible foot or leg injuries from falling or rolling objects or from crushing or penetrating materials, should wear protective footwear.

Respiratory protection:
Respiratory protection is used to prevent the worker from breathing in any dust or fumes that may be hazardous. The main type of respiratory protection in wood workshop is the dust mask.

Refer to participant handbook (3.1.1-3.1.2) to explain the participants about types of personal protective equipments.

Note:
- Conduct a ‘Chart Making’ activity.
- Explain the purpose and duration of the activity

### 3.1.9 Activity

Divide the class in four groups and ask the participants to make a chart on different types of personal protective equipments and its use. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the importance of personal protective equipments in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Chart Making</td>
<td>30 mins</td>
<td>Participant handbook, small writing pad, pen, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

### 3.1.10 Say

Now that we know what personal protective equipment is, let us discuss about how to select and maintain personal protective equipments.

### 3.1.11 Do

- Explain the participants about the things to be kept in mind while selecting personal protective equipments.
- Share with them about how to take care of personal protective equipments.
3.1.12 Elaborate

Selecting Personal Protective Equipments:

The following should be kept in mind before selecting the PPE-

- Make sure PPE is suitable for the nature of work being performed and any hazard associated.
- Most protective equipment is available in multiple sizes. Care should be taken to select the proper size.
- PPE should fit properly and be reasonably comfortable to wear.
- Eye protectors should provide unrestricted vision and movement.
- All PPE should be durable and cleanable.
- PPE should allow unrestricted functioning of any other required PPE.
- If several different types of PPE are worn together, make sure they are compatible.

Refer to participant handbook (3.1.4) to explain about how to maintain personal protective equipments.

3.1.13 Activity

Ask the participants to refer to participant handbook and study in detail about selecting and maintaining personal protective equipments, so that when they are asked question regarding it they are able to answer it.

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<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>30 mins</td>
<td>Chalk/Marker, blackboard/Flipchart, notepad, participant handbook</td>
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</tbody>
</table>

3.1.14 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 3.2: Identify and Deal with Workplace Hazards

Unit Objectives

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

- Identify potential hazards and risks at workplace
- Deal with potential hazards and risks
- Take preventive measures to minimize the potential hazards and risks
- Deal with minor injuries by giving first-aid
- Report a potential hazard or accident

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector, dummies, first aid box.

3.2.1 Note

This is the tenth session of the program which talks about workplace hazards. It tells about safety work practice and preventive measures and provides a better understanding about fire safety, safety signs, reporting hazards and first aid. It also tells about what should be done when accident occurs and how to treat injuries. The participants should be explained about these in detail.

3.2.2 Say

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

3.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by PPE?
   - List down the different types of PPEs.
   - What should be kept in mind while selecting PPEs?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
Let us begin with a new session which is about workplace hazards. In the previous sessions we have had a clear understanding about personal protective equipments, now we will talk about workplace hazards.

Fitter-modular furniture is an integral part of woodworking. Since she/ he also works with woodworking tools, hence, it is essential for her/him to have full understanding about the hazards and risks associated with woodworking.

Woodworking involves various activities, such as sawing, chiseling, drilling, etc. Many sharp tools, saws, electric-powered tools are used to carry out these activities. Hence, level of safety hazards is high in woodworking. It is very easy to recognize those hazards that cause immediate and traumatic injury – blades that cut fingers and limbs, wood chips and fragments that fly into eyes, loose clothing or long hair that catches in whirling machinery, muscle strains from heavy lifting. But there are also hidden dangers in woodworking. These include wood dust, sap and oils, mold and fungus, vibration, and noise.

Let us discuss about some common safety and health hazards.

- Share with the participants about common safety and health hazards and its causes

Common safety and health hazards:
- Cuts, lacerations and piercing
- Eye Injury
- Exposure to Loud Noise
- Wood Dust
- Personal Injury and Fatigue
- Slips, Trips and Falls
- Electrocution

Refer to participant handbook (3.2.1) to explain about common safety and health hazards and its causes.

Divide the class into seven groups and ask each group to give a presentation on one topic each, for example, Group A will give a presentation on cuts, laceration and piercing, Group B will give a presentation eye injury and so on. The group which gives the best presentation will be awarded with a gift hamper.
3.2.9 Say

As an efficient worker, it is your duty to try and avoid accidents from occurring at workplace. You must be aware of preventive measures and safe work practices. Using safe work practices will lower the frequency of accidents and serious injuries.

Let us discuss about safety work practice and preventive measures in detail.

3.2.10 Do

- Explain the participants about safety work practice.
- Discuss with them about do’s and don’ts of working with hand and power tools
- Discuss with them about working at heights
- Explain them about correct lifting techniques
- Explain them about safety lifting practice

3.2.11 Elaborate

Safety work practice and preventive measures:

1. Working with hand tools:

   Do’s
   - Seek formal training on how to choose the right tool for the job, how to correctly use each tool, and how to identify when tools need repair.
   - Select the right tool for the job. Substitutes increase the chance of having an accident.
   - Inspect tools for defects before use. Replace or repair defective tools.

   Don’ts
   - Do not apply excessive force or pressure on tools.
   - Do not cut towards yourself when using cutting tools.
   - Do not hold sharp tools pointing towards your body.

2. Working with Power Tools:
Divide the class into four groups and ask each group to give a presentation on safety work practice and preventive measures. Ask each group to pick up one topic of their choice and prepare a presentation on it, for example, Group A will give a presentation on do’s and don’ts of working with hand tools, Group B will give a presentation on do’s and don’ts of working with power tools.

The group which gives the best presentation will be awarded with a gift hamper.

### Skills Practice

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>30 mins</td>
<td>Participant handbook, computer, notepad, projector</td>
</tr>
</tbody>
</table>

### 3.2.12 Activity

Divide the class into four groups and ask each group to give a presentation on safety work practice and preventive measures. Ask each group to pick up one topic of their choice and prepare a presentation on it, for example, Group A will give a presentation on do’s and don’ts of working with hand tools, Group B will give a presentation on do’s and don’ts of working with power tools.

The group which gives the best presentation will be awarded with a gift hamper.

**Do’s**
- Read the manufacturer’s instructions before using the tool.
- Use only tested and approved tools.
- Use tools only when you have practiced to operate them in proper way.

**Don’ts**
- Do not use tools when you are tired and sleepy.
- Do not work under the influence of alcohol or drugs.
- Do not use frayed cords or wires.

3. Working at Heights/with Ladders
- Wear safety belt and helmet while working at heights.
- Never use broken or faulty ladder.
- Follow correct and proper way of using ladder

4. Correct Lifting Technique
- Always check before lifting to see if mechanical aids such as hoists or trolleys are available.
- Get help with heavy or awkward loads.
- Do not bend to lift heavy objects.

Refer to participant handbook (3.2.2) to explain about safety work practice and preventive measures.
Now I will share with you about fire safety, types of fire extinguishers and how to use it.

### 3.2.14 Do
- Share with the participants about causes of fire safety
- Discuss with them about types of fire
- Discuss with them about types of fire extinguisher
- Explain them about how to use fire extinguisher

### 3.2.15 Elaborate

1. **Fire Safety:**
   
   **Causes:**
   - Poor housekeeping. For example – not disposing wood dust or wood fragments regularly
   - Smoking inside the workshop
   - Broken socket and plug or frayed wires of power tools
   - Using one socket for many plugs
   - Not reporting your supervisor for faulty tools and equipments

2. **Types of fire:**
   
   Mainly, fire is classified into 5 classes:
   - Class A
   - Class B
   - Class C
   - Class D
   - Class K

Refer to participant handbook (Unit-3.2.3) to explain in detail about fire safety, types of fire extinguishers and how to use it.

### 3.2.16 Activity
- Provide the participants with a fire extinguisher and teach them how to use it.
- Ask them to concentrate while you are teaching them
- Once they learn how to use it create a demo fire and then ask the participants to extinguish it by following the P.A.S.S Method
Safety signs are vital in all workplaces to ensure the safety of workers. Safety signs provide information about safety or health and give a specific message to those who may be exposed to hazards in the work environment. They may be to prevent accidents, signify health hazards, indicate the location of safety and fire protection equipment, or for giving guidance and instruction in an emergency.

Let us discuss about different safety signs.

Refer to participant handbook (3.2.4) to explain the participants about prohibition signs, mandatory signs and warning signs.

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

Let us have a look at the form.

Refer to participant handbook (Unit 3.2.5) to have a look at the hazard report form.

Provide each participant with a hazard report form and ask them to fill the form carefully so that they do not get confused in future when they are asked to fill up this form.

---

**Skill Practice**

| Extinguishing fire | 30 mins | Participant handbook, fire extinguisher |

| Form Filling | 30 mins | Participant handbook, hazard report form |
3.2.22 Say
Now that we have discussed about reporting hazard, let us move further and discuss about first aid. First aid is emergency care given immediately to an injured person until he receives medical treatment. The purpose of first aid is to minimize injury and future disability. In serious cases, first aid may be necessary to keep the victim alive.

3.2.23 Do
Share with the participants about basic things required in a first aid box.

3.2.24 Elaborate
- An asthma inhaler to counteract allergic reactions to fumes and to exotic-wood dust,
- Sharp scissors for cutting bandages,
- Adhesive tape for bandaging,
- An elastic bandage for securing dressings,
- Needles for splinter removal are stored in sterile alcohol,
- Splinter tweezers, precise enough to pick up a single hair,
- 4”x4” gauze pads for bandaging,
- Clean plastic bag for amputated parts,
- Sterile rolled gauze for bandaging,
- Butterfly bandages for drawing together larger lacerations,
- Providone-iodine solution for killing germs,
- Eyewash and cup; small mirror for eye inspections,
- Instant ice packs to reduce swelling or for transporting amputated parts to the hospital,
- Latex gloves for eye examinations

3.2.25 Say
Let us discuss about how to handle injuries.

3.2.26 Do
Share with the participants about how to handle injuries.
3.2.27 Elaborate

Abrasions and small cuts

Clean wound with soap and water. Apply antibiotic cream or Providone-iodine solution. Bandage and check dressing daily. See your doctor if there are signs of infection: increased redness, pus or red lines running from wound.

Splinters

Remove with sharp, pointed tweezers. (They should be sharp enough to pick up a single hair.) If splinter is completely under the skin, expose splinter end with sewing needle doused in alcohol, and then remove with tweezers.

Refer to participant handbook (3.2.8) to explain handling of different wounds.

3.2.28 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 3.3: Personal Health and Hygiene

Unit Objectives
At the end of this unit, student will be able to:

- Understand the importance of maintaining personal health and hygiene
- Maintain a clean and hygienic personal appearance and health
- Keep yourself away from diseases and illness by practicing healthy habits

Resources to be Used
Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.

3.3.1 Note
This is the eleventh session of the program which talks about personal health and hygiene. It tells about importance of personal hygiene and good hygiene practice. It also tells about the healthy habits which we must practice in order to remain fit and keep ourselves away from illness and diseases.

3.3.2 Say
Good morning and a very warm welcome to this training program 'Fitter-Modular Furniture'. Before we begin this session let us have a quick recap of the previous session.

3.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the do’s and don’ts of working with hand tools.
   - List down the do’s and don’ts of working at heights.
   - List down the types of fire and types of fire extinguishers.
   - What should be done when an accident occurs?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.3.4 Say
Let us begin with a new session which is about personal health and hygiene. In the previous sessions we have had a clear understanding about workplace hazards, now we will talk about personal health and hygiene.
3.3.5 Say

Hygiene is defined as a set of practices performed for the preservation of health. In simple words, proper personal hygiene means taking care of every aspect of your body; from keeping it clean to looking your best. Your personal, social and professional worlds are all affected by your hygiene habits.

Hygiene is more than simply being clean. Practicing personal hygiene helps you to live a healthy lifestyle. Personal hygiene helps to prevent people from catching or spreading forms of disease or illness. Your health depends on your personal hygiene. Maintaining a high level of personal hygiene helps to increase a person's confidence and self-esteem. If your body is clean and taken care of externally, it automatically helps you to feel good internally too.

Let us discuss about good hygiene practice.

3.3.6 Do

Share with the participants about good hygiene practices.

3.3.7 Elaborate

Hygiene practice:

1. Oral hygiene
Accumulation of food in the mouth can cause problems ranging from bad breath to dental caries.

2. Skin hygiene
Every day you are exposed to dust, smoke, pollution, bacteria, road grime, workplace dust and dirt, etc. If you carry dirt on your body or if you have not showered for some time, bacteria will start growing on you in this dirt. The bacteria on your skin make your body stale and your body begins to give out a bad odour, which is not pleasant for you or your co-workers.

3. Hair hygiene
While considering personal hygiene, the hair is neglected. The hair gets dirtier than the body. For this reason, attention must be given to hair.

4. Feet hygiene
The most neglected part of the body is the feet. Ways to keep your feet clean are as follows:
- Wash your feet with warm water and soap.
- Scrub the heel of your foot with a pumice stone to prevent it from cracking.

5. Clothing hygiene
- Change your clothes regularly.
- Do not re-wear your clothes without washing them. It is harmful for people who perspire profusely.

Refer to participant handbook (3.3.3) to explain in detail about good hygiene practices.
Ways to keep fit includes:

- Cycling
- Swimming
- Yoga
- Weight-lifting
- Morning-evening walk
- Exercise regularly

The full form of AIDS is Acquired Immuno Deficiency Syndrome. AIDS is caused by HIV (Human immunodeficiency Virus). It is the last stage of the HIV infection. If a person is HIV positive, he/she is suffering from AIDS. AIDS is not a disease like cancer or malaria, but is a condition that weakens a person’s ability to fight diseases (immune system).

Refer to participant handbook (3.3.7) to explain about AIDS in detail.

- Share with the participants about ill-effects of tobacco, alcohol, ghutka etc.
- Discuss with them about AIDS/HIV awareness.
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
4. Basics of Modular Furniture

Unit 4.1 – Modular Furniture
Unit 4.2 – Basic Mathematical Skills
Unit 4.3 – Measuring Systems
Unit 4.4 - Technical Drawings
Unit 4.5 - Woodworking Joints
Unit 4.6 - Carry out Basic Woodworking Activities
At the end of this module, you will be able to:
1. Understand about modular furniture and its benefits
2. Learn about the processes required to manufacture modular furniture
3. List down the various types of modular furniture
4. Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture
5. Do calculations using different basic methods
6. Identify and draw different basic shapes
7. Calculate area and perimeter of different shapes
8. Understand about the angles
9. Identify the need and purpose of measuring accurately
10. Gain knowledge about the different systems of measurement
11. Read measuring tools by using both systems
12. Convert the measurements from one system to other
13. Understand about 2D/3D drawings and their purposes
14. Read and understand the 2D/3D drawings
15. Learn about different types of woodworking joints
16. Learn how to make woodworking joints
17. Identify the right joint for right application
18. Measure and mark on work piece correctly
19. Measure the room or wall accurately
20. Operate basic tools required for assembly and installation
21. Choose right screwdriver for right job
22. Use screwdriver in safe and correct manner
23. Choose right drill bit for right job and attach it to drill machine
24. Use drill machine in safely and correctly
UNIT 4.1: Modular Furniture

Unit Objectives

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

- Understand about modular furniture and its benefits
- Learn about the processes required to manufacture modular furniture
- Identify the various types of modular furniture
- Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.

4.1.1 Note

This is the twelfth session of the program which talks about modular furniture. It tells about benefits and types of modular furniture.

4.1.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

4.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Explain the importance of personal hygiene.
   - List down the things which must be followed in order to remain fit and healthy.
   - What are the ways through which AIDS can be transmitted?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.1.4 Say

Let us begin with a new session which is about modular furniture. In the previous sessions we have had a clear understanding about personal health and hygiene, now we will talk about modular furniture.
4.1.5 Say
Modular furniture is also known as ready-to-assemble furniture. Modular furniture refers to pre-made units that can be used according to the need and room spacing and combined in different ways to furnish a room. Modular furniture is often flat packed for site assembly. Most furniture companies have a showroom with their modular furniture products set up so customers can see what the items look like assembled.

4.1.6 Ask
Ask the participants to read out about modular furniture and comprehend it in their own words.

4.1.7 Do
- Share with the participants about modular furniture.
- Discuss with them about benefits of modular furniture.
- Explain them the types of modular furniture

4.1.8 Elaborate
Benefits of modular furniture:
- Modular furniture brings modern look and adds to the appeal of a beautifully designed room.
- Modular furniture offers flexibility; one can make an effective use of the residential/commercial space available with help of modular furniture.
- Modular furniture is very useful to save space, hence gives a more organized and cleaner look to the room.

Type of modular furniture:
There are many types of modular furniture available for each residential and commercial space. Different types of modular furniture are available in different sizes, shapes and designs to accomplish different purposes.
Today, modular kitchen and modular office furniture are the most popular modular furniture
Refer to participant’s handbook (Unit 4.1.1-4.1.3) to explain about benefits and types of modular furniture.

4.1.9 Activity
Divide the participants in four groups and make them play a quiz on benefits and types of modular furniture. The winning group will be awarded with a gift hamper.
At the end of the activity reiterate about benefits and types of modular furniture, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>2hr</td>
<td>Participant handbook, pen, small writing pad</td>
</tr>
</tbody>
</table>
4.1.10 Say

Let us discuss about modular wardrobe.

4.1.11 Do

Share with the participants about modular wardrobe.

4.1.12 Elaborate

Modular wardrobes can be customized for a variety of special needs and efficient space utilization. Modular wardrobe designs consist of many different components that can be fitted into wardrobes to create more storage. There are different finishes and styles available, from a combination of laminations, PU Lacquered Hi Gloss and Matt finishes, Lacquered glass in pastel and vibrant colors. Also the doors can be made with textured and modern decorative glass finishes; printed graphics on sliding doors are also possible.

4.1.13 Say

Let us discuss about modular wardrobe.

4.1.14 Elaborate

Living room modular furniture often includes sectional sofas. Sectional sofas have different units or sections that create a whole sofa and some of these may include beds or large footstools as part of the design. Living room modular furniture also include TV/entertainment unit, chest of drawers, storage cabinets. Dining room furniture may also be modular. Some modular furniture systems for dining rooms feature tables that may be added on to create more seating by placing several of the same table sections together.

4.1.15 Do

Share with the participants about office modular furniture.

4.1.16 Elaborate

Modular office furniture has the advantages of being customized, accessible and convenient. Modular office furniture is not only durable, functional, flexible and looks great, but also it maximizes floor space. Therefore modular furniture is extremely popular in modern workplaces. Workstations, storage filing cabinets, cubical, conference tables, reception office furniture, partitions, wall panels are the most popular office furniture presently preferred by most professionals.

4.1.17 Do

Discuss with the participants about partition/wall panels.
4.1.18 Elaborate

Modular partitions can be custom manufactured with a variety of styles, colors, options and heights to suit almost any application. They are quick and easy to install and flexible. These partitions can be fully integrated with electrical and data. These partitions consist of metal framing, wall compositions, doors, and windows. Pre-manufactured door panels and window panels make these partitioning easy.

4.1.19 Activity

Plan a visit to a nearby hardware and fittings showroom and ask the participants to observe the fittings and accessories used in modular furniture and discuss it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>6hr</td>
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</tr>
</tbody>
</table>

4.1.20 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.2: Basic Mathematical Skills

Unit Objectives

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

- Do calculations using different basic methods
- Identify and draw different basic shapes
- Calculate area and perimeter of different shapes
- Know about the angles

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.

4.2.1 Note

This is the thirteenth session of the program which talks about mathematical skills. It tells about importance of mathematics and methods of calculations. It also makes participants acquainted with basic shapes and angles.

4.2.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

4.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the types of modular furniture.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.2.4 Say

Let us begin with a new session which is about mathematical skills. In the previous sessions we have had a clear understanding about modular furniture, now we will talk about mathematical skills.
4.2.5 Say

As a wood worker, you should have basic knowledge of mathematics so that you can do woodworking activities, such as measuring and estimating the materials, or drawing shapes on wood, etc. Basic mathematical skills are required to:
- Read the 2D drawings or manufacturer’s installation instructions
- Understand the measurement systems
- Convert between metric and imperial measurement systems
- Measure and mark the wood correctly
- Take precise measurements
- Verify bills when purchasing tools or materials, accounting for discounts and taxes.

Let us discuss about methods of calculation.

4.2.6 Do

- Share with the participants about methods of calculation
- Discuss with them about addition, subtraction, multiplication and division

4.2.7 Activity

- Provide each participant with a worksheet which consists of 10 sums of addition, subtraction, multiplication and division.
- Ask the participants to solve the worksheet.
- The person who scores the highest will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving sums</td>
<td>2hr</td>
<td>Participant handbook, pen, small note pad,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>worksheet</td>
</tr>
</tbody>
</table>

4.2.8 Do

Refer to participant handbook (Unit 4.2.3) to learn about different shapes.

4.2.9 Elaborate

Different shapes include:
- Circle
- Oval
- Triangle
- Square
- Rectangle
• Rhombus
• Pentagon
• Hexagon
• Octagon
• Diamond
• Parallelogram
• Trapezoid

4.2.10 Activity

Divide the class in four groups and ask the participants to make a chart on different shapes. The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>1hr</td>
<td>Participant handbook, pen, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

4.2.11 Say

Let us discuss about how to calculate perimeter.

4.2.12 Do

Refer to participant handbook (4.2.4) to explain the participants about how to calculate perimeter.

4.2.13 Activity

Provide the participants with a worksheet which consists of questions on perimeter. Ask the participants to calculate and find out the perimeter of different shapes given in the worksheet.

The person who scores the highest will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating Perimeter</td>
<td>2hr</td>
<td>Participant handbook, pen, small note pad, worksheet</td>
</tr>
</tbody>
</table>

4.2.14 Say

Let us discuss about how to calculate circumference
4.2.15 Do 
Refer to participant handbook (4.2.5) to explain the participants about how to calculate circumference.

4.2.16 Activity
Provide the participants with a worksheet which consists of questions on circumference. Ask the participants to calculate and find out the circumference of a circle. The person who scores the highest will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating circumference</td>
<td>2hr</td>
<td>Participant handbook, pen, small note pad, worksheet</td>
</tr>
</tbody>
</table>

4.2.17 Say
Let us discuss about how to calculate area.

4.2.18 Do
Refer to participant handbook (4.2.6) to explain the participants about how to calculate area.

4.2.19 Activity
Provide the participants with a worksheet which consists of questions on calculation of area. Ask the participants to calculate and find out the area of different shapes given in the worksheet. The person who scores the highest will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculating area</td>
<td>2hr</td>
<td>Participant handbook, pen, small note pad, worksheet</td>
</tr>
</tbody>
</table>

4.2.20 Say
Let us conclude the session by discussing about different types of angles.

4.2.21 Do
Refer to participant handbook (4.2.7) to explain the participants about different types of angles.
4.2.22 Activity

Divide the class in four groups and ask the participants to make a chart on different types of angles. The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>1hr</td>
<td>Participant handbook, pen, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

4.2.23 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.3: Measuring System

**Unit Objectives**

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

- Know about the need and purpose of measuring accurately
- Know about the different systems of measurement
- Read measuring tools by using both systems
- Convert the measurements from one system to other

**Resources to be Used**

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape.

**4.3.1 Note**

This is the fourteenth session of the program which talks about measuring system. It tells about system of measurement.

**4.3.2 Say**

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

**4.3.3 Do**

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the methods of calculation.
   - What is the importance of mathematics?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

**4.3.4 Say**

Let us begin with a new session which is about measuring system. In the previous sessions we have had a clear understanding about mathematical skills, now we will talk about measuring system.
4.3.5 Say

Measurement is the process of obtaining the size, length, amount, or degree of something by using an instrument or device marked in standard units. The values we get by measuring an object become more useful in terms of details. For example, instead of saying that the cabinet is tall, we can specify a measurement and say that the cabinet is 6 feet high.

In woodworking, measuring is not only checking the length, width or thickness of objects but also checking of the shape, like flatness, straightness, roundness or squareness. Measurement is required for checking the accuracy of part made, as well as creating the sketch for making a part.

Let us discuss about system and units of measurement.

4.3.6 Do

Share with the participants about system and units of measurement.

4.3.7 Elaborate

There are two systems of measurement:
- FPS System (Foot Pound Second) -
  This system is a traditional system used in carpentry. It is also known as British system. It is based on the English imperial system of measure.
- MKS (Meter Kilogram Second) -
  This system is also known as metric system. It is an international decimalized system of measurement, first adopted by France in 1791. It is the common system of measuring units used by most countries in the world.

All measuring tools have metric or imperial graduations or a combination of both. One big advantage of the metric scale is that it eliminates the necessity for a range of fractional sizes. Fractions are not used in the metric system.

Refer top participant handbook (4.3.2) to discuss about units of measurement with the participants.

4.3.8 Do

Discuss with the participants about reading of rule/tape in FPS and MKS System by referring to participant handbook (4.3.4-4.3.4).

4.3.9 Activity

Provide the participants with a rule and tape and ask them to read it in:
- FPS System
- MKS System

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Skill practical</td>
<td>4hr</td>
<td>Participant handbook, pen, ruler, tape</td>
</tr>
</tbody>
</table>
4.3.10 Say
Let us conclude the session by discussing with the participants about unit conversation.

4.3.11 Do
Share with the participants about unit conversation.

4.3.12 Elaborate
Unit Conversation:
- 1 feet = 12 inches
- 1 inch = 25.4 millimeter
- 1 meter = 10 decimeters
- 1 feet = 30.48 centimeters
- 1 decimeter = 10 centimeters
- 1 meter = 3.28 feet
- 1 meter = 100 centimeters
- 1 meter = 39.37 inches

4.3.13 Activity
Provide the participants with a worksheet which consists of fill in the blanks. Ask them to fill the blank with correct answer. This will help them to better their understanding about how to convert measurement from one system to another.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Skill practical</td>
<td>2hr</td>
<td>Participant handbook, pen, worksheet</td>
</tr>
</tbody>
</table>

4.3.14 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.4: Technical Drawings

Unit Objectives

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

- Learn about 2D/3D drawings and their purposes
- Read and understand the 2D/3D drawings

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.

4.4.1 Note

This is the fifteenth session of the program which talks about technical drawings.

4.4.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

4.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by measurement?
   - List down the different systems of measurements.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.4.4 Say

Let us begin with a new session which is about technical drawings. In the previous sessions we have had a clear understanding about measuring system, now we will talk about technical drawings.
4.4.5 Say

Technical drawings are essential for communicating ideas in furniture making. Technical drawings are precise and detailed drawing of an object to be constructed. It is a medium of communication between a designer, or client who conceptualizes the ideas, and a fitter who is going to assemble and install the furniture.

To communicate all aspects of the size, shape or design, detail drawings are used. Technical drawings give all the information which is required to make any piece of furniture. By following technical drawings a fitter can prepare, make, assemble the different pieces of furniture and install them.

Let us discuss about types of technical drawings.

4.4.6 Do

Share with the participants about types of technical drawings.

4.4.7 Elaborate

There are two types of technical drawings. They are:

- Two-dimensional drawings
- Three-dimensional drawings

Refer to participant handbook (4.4.2) to explain the participants about types of technical drawings.

4.4.8 Activity

Divide the class into four groups. Ask two groups to made a 2D drawing of a modular kitchen and ask other two groups to make 3D drawing of a workstation.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>4hr</td>
<td>Participant handbook, pen, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

4.4.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.5: Woodworking Joints

Unit Objectives

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

- Identify different types of woodworking joints
- Understand how to make woodworking joints
- Learn about the right joint for right application

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.

4.5.1 Note

This is the sixteenth session of the program which talks about woodworking joints.

4.5.2 Say

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

4.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is technical drawing?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.5.4 Say

Let us begin with a new session which is about woodworking joints. In the previous sessions we have had a clear understanding about technical drawings, now we will talk about woodworking joints.
Woodworking joints is the spot where two or more pieces of wood are joined together to form a structure. Each joint has its own strength and appearance. That is why different types of joint are used for different purpose. Adhesive, glue, or fasteners such as nails, screws, bolts are used to increase the strength. Let us discuss about various woodworking joints.

Share with the participants about various woodworking joints.

Joints used in woodworking:
- Butt joint
- Miter joint
- Dovetail joint
- Finger joint
- Dado (Housing) joint
- Halflap joint
- Rabbet/lap joint
- Tongue and groove joint
- Bridle joint
- Mortise and tenon joint

Refer to participant handbook (4.5.1) to explain about various woodworking joints.

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

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Field visit</td>
<td>4hr</td>
<td>Pen, notepad, different types of woodworking joints</td>
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</tbody>
</table>

There are many woodworking joints which can be made without using adhesives. For example, mortise and tenon joint, dovetail joint. The use of adhesive can reinforce the joint. It is also used to paste wood veneer and laminate to plywood or blockboard.
4.5.10 Do
Share with the participants about different types of adhesives.

4.5.11 Elaborate
Different types of adhesives
- Poly-vinyl adhesive emulsion (PVA)
- Solvent rubber adhesive (SR)
Refer to participant handbook (4.5.2) to explain about various woodworking joints.

4.5.12 Activity
Divide the class into two groups and then ask both the groups to discuss and make notes about different types of adhesives and then share their views regarding it.
At the end of the activity reiterate about the different types of adhesives, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>2hr</td>
<td>Pen, notepad, participant handbook</td>
</tr>
</tbody>
</table>

4.5.13 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.6: Carry out Basic Woodworking Activities

Unit Objectives

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

- Measure and mark on work piece correctly
- Measure the room or wall accurately
- Operate basic tools required for assembly and installation
- Choose right screwdriver for right job
- Use screwdriver in safe and correct manner
- Choose right drill bit for right job and attach it to drill machine
- Use drill machine in safely and correctly

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer.

4.6.1 Note

This is the seventeenth session of the program which talks about carrying out basic woodworking activities.

4.6.2 Say

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

4.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the different types of joints used in woodworking?
   - List down and explain about different types of adhesives.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.6.4 Say

Let us begin with a new session which is about carrying out basic woodworking activities. In the previous sessions we have had a clear understanding about woodworking joints, now we will talk about carrying out basic woodworking activities.
4.6.5 Say

Measuring is the first step in wood-working. The second step is to make a mark on the measured point. The combination of the two processes—measuring and marking—forms the foundation of accurate work. If either is done incorrectly, much effort and material are wasted.

Let us discuss about how to measure with a tape or a ruler.

4.6.6 Do

Share with the participants the steps involved in measuring with tape or a ruler.

4.6.7 Elaborate

- STEP 1: Hold the tape with one hand and pull out the ribbon with the other.
- STEP 2: Clasp the hook to one edge of the work piece and pull the spool to the other end.
- STEP 3: Tip the measuring side of the tape down against the surface of work piece.

4.6.8 Say

Let us now discuss about how to measure the room/walls.

4.6.9 Do

Tell the participants that taking measurements of the room is very important step before making any plans for modular kitchen or wardrobe or any modular furniture, such as TV & entertainment unit, etc.

4.6.10 Elaborate

Refer to participant handbook (4.6.3) to explain the steps involved in measuring the room/wall.

4.6.11 Activity

- Ask the participants to pair themselves, provide them with a measuring tape.
- Tell them to measure the wall of the class room by first making the drawing of them they need to measure and then start measuring the room clockwise.
- Further tell them to measure the width of each wall in the room with the help of the tape.
- Ask them to measure the size of doors and windows as well so that so that there is enough space for the doors and windows to open.
- Tell them to write all the dimensions on drawing and make a note of things that project into the room, like pipes etc.
4.6.12 Say

Now that we have discussed about measuring tape and ruler, let us discuss about screwdriver. Screwdrivers are available in various lengths and tip sizes, and for many uses. For instance, if you have to remove a screw from a tight spot, you need a screwdriver with a small handle and shaft to fit in the available space. Always use the correct screwdriver for the job.

Let us discuss about the things which should be kept in mind while selecting a screwdriver.

4.6.13 Do

Share with the participants about things which should be kept in mind while working with a screwdriver.

4.6.14 Elaborate

Drive type:
First and foremost you have to determine the type of screw heads (drive types) that you are going to work with and the space that you will be working in. The most common types of screw heads are Slotted, Phillips, Pozidriv, Torx and Hex or Allen drives. Phillips-head and Allen drive are the most used screws in modular furniture. Always select right drive type for driving or removing screws. If you drive or remove a screw with the wrong screwdriver, you may damage the screwdriver and screw head, and also hurt yourself.

Tip size:
- Use the right tip size. The tip of the screwdriver should be the same width as the screw slot.
- The right tip size will prevent screwdriver from climbing out, slipping off, and punching a hole in the work piece.

Refer to participant handbook (4.6.4) to explain about things which should be kept in mind while working with a screwdriver.

4.6.15 Activity

Ask the participants to refer to participant handbook and study in detail about things which should be kept in mind while working with a screwdriver, so that when they are asked question regarding it they are able to answer it.
4.6.16 Say

Let us move further and discuss about how to work with a screw driver and safety tips while working with screw driver.

4.6.17 Do

- Share with the participants the steps involved in working with a screw driver.
- Discuss with them the safety tips while working with a screw driver.

4.6.18 Elaborate

It is a good practice to drill a pilot hole for screws before driving them into the wood. When working with hardwoods, drill a small starter hole using a scratch awl or drill. A screw tends to follow the grain of the wood. Having drilled a pilot hole will help the screw hold in its position. In hardwoods, without pilot hole the screw will tend to seize up tight when only partway in, and the screwdriver may twist out of the slot, chewing up the screw head in the process.

Refer to participant handbook (4.6.4) to explain about steps to be kept in mind while working with a screw driver and safety tips to be followed while working with a screw driver.

4.6.19 Activity

- Provide each participant with a screw driver and teach them how to use it.
- Tell them to observe you carefully while you are working with a screw driver.
- Tell them to make a pilot hole, insert the screw and turn it with the finger to keep it upright.
- Ask the participants to grasp the handle with their dominant hand and the blade with the other as close to the head of the screw as they can.
- Set the screwdriver in the screw’s slot, holding it by the shank and align the shank of the screwdriver with the shank of the screw.
- Tell the participants to apply enough force to turn the screwdriver clockwise to tighten the screw and the opposite direction to loosen it.

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>4 hr</td>
<td>Pen, notepad, participant handbook</td>
</tr>
</tbody>
</table>

4.6.20 Say

We have learnt about working with a screw driver; now let us conclude the session by discussing about working with a drill machine.

4.6.21 Do

Share with the participant about working with a drill machine.
4.6.22 Elaborate

One of the most important aspects of operating a drilling machine is choosing an appropriate drill bit for the job. There are a number of different bits available, and each fulfils a unique purpose. The most common drill bit is a simple drilling bit, which creates a hole for a screw. As well as choosing a bit that works for a specific purpose, it is also important to choose an appropriately sized drill bit.

Refer to participant handbook (4.6.5) to explain about how to use a drill machine.

4.6.23 Activity

- Provide each participant with a drill and teach them how to use it.
- Tell them to observe you carefully while you are working with a drill machine.
- After they have learnt how to use a drill machine tell them to drill a hole on the wall or on a wood

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>3 hr</td>
<td>Pen, notepad, participant handbook</td>
</tr>
</tbody>
</table>

4.6.24 Notes for Facilitation

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

Unit 5.1 – Pre & Post Assembly and Installation Activities
Unit 5.2 – Installation of Basic Knock-down Fittings
Unit 5.3 – Assembly of Basic Structures
Key Learning Outcomes

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

1. Perform assembly and installation of modular furniture in appropriate and safe manner
2. Join two perpendicular panels using cam lock fitting
3. Join two perpendicular panels using cross dowel and bolt
4. Install shutter or door to cabinet/wardrobe using European hinge
5. Attach drawer to cabinet using ball bearing slides and roller slides
6. Assemble drawer box using knock-down fittings
7. Assemble cabinet box using knock-down fittings
8. Assemble aluminium profile glass shutter and mount onto the cabinet
9. Paste the iron-on PVC tape on raw edges of sheet panel
UNIT 5.1: Pre & Post Assembly and Installation Activities

Unit Objectives

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

- Perform assembly and installation of modular furniture in appropriate and safe manner

Resources to be Used

Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser.

5.1.1 Note

This is the eighteenth session of the program which talks about pre and post assembly and installation activities.

5.1.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

5.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the steps involved in working with a screw driver.
   - List down the steps involved in working with a drill machine.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.1.4 Say

Let us begin with a new session which is about pre and post assembly and installation activities. In the previous sessions we have had a clear understanding about carrying out basic woodworking activities, now we will talk about pre and post assembly and installation activities.

5.1.5 Say

Let us start the session by discussing about preparatory activities for assembling and installing the products.
5.1.7 Elaborate
Organize work area

- Ensure that the work area is clean and free from hazards.
- While working at client’s location, assemble the furniture close to its final position to avoid having to move the assembled furniture.
- Clear enough space to work in. For example, tall items may need to be assembled flat on the floor and then tipped into place, so it is a good idea to remove bedroom furniture before starting to assemble a large wardrobe.
- Ensure that the floor guard or any other floor safety material is spread on the floor to prevent damage to the floor and product.

Unpack the box

- Unpack the boxes, inventory and layout all parts and hardware in an orderly manner.
- Do not use any sharp tools to open the carton, as the contents might get scratched.
- Remove assembly instructions from the box.
- Ensure that everything needed is present. Identify the parts and fittings against the instructions.
- Keep all small fittings in their plastic bags and do not open them until you need them. It will prevent them from misplaced.

Refer to participant handbook (5.1.1) to explain in detail about preparatory activities for assembling and installing the products.

5.1.8 Say
Let us discuss about things to be kept in mind during assembly and installation.

5.1.9 Elaborate
During assembly and installation

- Take measurement of the area and the corresponding fittings to be installed; report to the supervisor in case of any errors in measurement.
5.1.10 Activity
Ask the participants to refer to participant handbook and study in detail about preparatory activities for assembling and installing the products, so that when they are asked question regarding it they are able to answer it.

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<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, small writing pad, pen</td>
</tr>
</tbody>
</table>

5.1.11 Say
Let us conclude the session by discussing about post assembly and installation activities.

5.1.12 Do
Share with the participants about post assembly and installation activities.

5.1.13 Elaborate
Post assembly and installation activities:

- Ensure that assembled parts function properly and smoothly.
- Check and confirm that the doors, falls and drawers fit to within the specified tolerances for alignment and movement.
- Ensure that the installed product is free from dust and scratches or any other damages.
- If required, polish the surfaces of the product as per the instructions of the supervisor.
- Clean the work area after completing the job.
- Segregate materials into reusable and waste; dispose the waste as per the procedures of your organization.
- Ensure that all the tools and equipment are collected and placed accordingly.

Refer to participant handbook (5.1.3) to explain about post assembly and installation activities.
5.1.14 Activity

Ask the participants to refer to participant handbook and study in detail about post assembly and installation activities, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, small writing pad, pen</td>
</tr>
</tbody>
</table>

5.1.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 5.2: Installation of Basic Knock-down Fittings

Unit Objectives

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

- Join two perpendicular panels using cam lock fitting
- Join two perpendicular panels using cross dowel and bolt
- Install shutter or door to cabinet/wardrobe using European hinge
- Attach drawer to cabinet using ball bearing slides and roller slides

Resources to be Used

Small writing pads, pens and participant handbook.

5.2.1 Note

This is the nineteenth session of the program which talks about installation of basic knock-down fittings.

5.2.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

5.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Discuss about the preparatory activities for assembling and installing the products.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.2.4 Say

Let us begin with a new session which is about installation of basic knock-down fittings. In the previous sessions we have had a clear understanding about pre and post assembly and installation activities, now we will talk about installation of basic knock-down fittings.
5.2.5 Say 📚
Let us discuss about how to install:
- Cam lock fittings
- Cross dowel fittings

5.2.6 Do ✅
Share with the participants about steps involved in installing:
- Cam lock fittings
- Cross dowel fittings

5.2.7 Elaborate 🌱
Steps involved in installing cam lock fittings:
- STEP 1: Insert the cam nut into the hole at the bottom of the side panel. Make sure that the arrows marked on the cam nut point towards the end of the panel.
- STEP 2: Using a screwdriver, fasten the cam bolt into the pre-drilled hole of base panel.
- STEP 3: Bring both the panels together, perpendicular to each other.
- STEP 4: Use a screwdriver to turn the cam nut clockwise to tighten it.
Refer to participant handbook (5.2.2) to explain about installing cross dowel fittings.

5.2.8 Activity 🌱
- Ask the participants to observe you first when you install the cam lock and cross dowel fitting.
- Then divide the class into two groups and ask one group to install cam lock fitting and the other to install cross dowel fitting.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation of cam lock and cross dowel fitting</td>
<td>20 hr</td>
<td>Screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt</td>
</tr>
</tbody>
</table>

5.2.9 Say 📚
Let us discuss about how to install and adjust concealed hinges.

5.2.10 Do ✅
Share with the participants how to install and adjust concealed hinges.
5.2.11 Elaborate

- Opening Angle of Concealed Hinges:
  When selecting concealed hinges, pay attention to the opening angle. Standard hinges have an opening angle of 95° or 110°. Some furniture, like TV cabinet, requires wide angle hinges with opening angles of up to 165°.

- Cup Diameters of Concealed Hinges:
  Concealed hinges are available in two diameters. Small hinges have cup diameter of 26 mm, while larger hinges have cup diameter of 35 mm. Furniture, like wardrobes and kitchen cabinets are fitted with larger hinges.

- Mounting Options for Concealed Hinges:
  Furniture doors or shutters can be mounted in three different positions in relation to the carcass. These are known as the mounting options.
  1. Full overlay
  2. Half overlay
  3. Inset

Refer to participant handbook (5.2.3) to explain about installing and adjusting concealed hinges.

5.2.12 Activity

- Ask the participants to observe you first when you install the concealed hinges.
- Then ask each of them to do the same by following the steps given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Installation and adjusting concealed hinges</td>
<td>20 hr</td>
<td>Try square/combination square, pencil, screwdriver, drill machine, 35mm hinge boring bit &amp; brad point bit, concealed hinges and screws, PPE – Safety glasses</td>
</tr>
</tbody>
</table>

5.2.13 Do

Share with the participants about installing roller slides by referring to participant handbook (5.2.4).

5.2.14 Activity

- Take the participants on a field visit to a place where roller slides are installed.
- Ask them to observe the modular furniture fitter first who is installing the roller slide.
- Then ask each of them to do the same by following the steps given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Installation roller slide</td>
<td>20 hr</td>
<td>Measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses</td>
</tr>
</tbody>
</table>
5.2.15 Say

Let us conclude this session by discussing about installing side-mounted ball bearing drawer slides.

5.2.16 Do

Refer to participant handbook (5.2.5) to share with the participants about the steps involved in installing side-mounted ball bearing drawer slides.

5.2.17 Activity

- Take the participants on a field visit to a place where side-mounted ball bearing drawer slides are installed.
- Ask them to observe the modular furniture fitter first who is installing the side-mounted ball bearing drawer.
- Then ask each of them to do the same by following the steps given in participant handbook

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation side-mounted ball drawer slides</td>
<td>20hr</td>
<td>Tape measure, try square/combination square, pencil, screwdriver, a set of ball bearing slides and screws, PPE – Safety glasses</td>
</tr>
</tbody>
</table>

5.2.18 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 5.3: Assembly and Finishing of Basic Structures

Unit Objectives
At the end of this unit, student will be able to:
- Assemble drawer box using knock-down fittings
- Assemble cabinet box using knock-down fittings
- Assemble aluminium profile glass shutter and mount onto the cabinet
- Paste the iron-on PVC tape on raw edges of sheet panel

Resources to be Used
Small writing pads, pens and participant handbook, Tape measure, utility knife, edge banding trimmer/end trimmer/, chisel & Mallet, wooden block, workbench, PVC edge band roll to be matched with shutter finish, clothes iron, screw-driver, hammer, a pair of scissors, PVA wood adhesive, parts of drawer box, fittings provided with product, screwdriv-er, hammer, a pair of scissors, , parts of drawer box.

5.3.1 Note
This is the twentieth session of the program which talks about assembling and finishing of basic structures.

5.3.2 Say
Good morning and a very warm welcome to this training program 'Fitter-Modular Furniture'. Before we begin this session let us have a quick recap of the previous session.

5.3.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the steps involved in installing cam lock fittings.
   - List down the steps involved in installing concealed hinges.
   - List down the steps involved in installing roller slides.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
Let us begin with a new session which is about assembling and finishing of basic structures. In the previous sessions we have had a clear understanding about installation of basic knock-down fittings, now we will talk about assembling and finishing of basic structures.

Let us begin the session by discussing about assembling a drawer box.

Tools and equipments required for assembling a drawer box.

- Tape measure
- Screwdriver
- Hammer
- A pair of scissors/Utility knife
- PVA wood adhesive
- Parts of drawer box
- Fittings provided with product

Refer to participant handbook (5.3.1) to explain about the steps involved in assembling drawer box.

Take the participants on a field visit and make them visit a modular furniture fitter and learn from him how to assemble a drawer box.

Ask them to observe the modular furniture fitter first who is assembling a drawer box.

Then ask each of them to perform the assembling of drawer box by following the steps given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field visit-assembling drawer box</td>
<td>10 hr</td>
<td>Tape measure, screwdriver, hammer, a pair of scissors/Utility knife, PVA wood adhesive, parts of drawer box, fittings provided with product</td>
</tr>
</tbody>
</table>

Share with the participants about steps involved in assembling cabinet box.
5.3.9 Elaborate

Tools & equipment needed in assembling cabinet box:

- Tape measure
- Screwdriver
- Hammer
- A pair of scissors/Utility knife
- PVA wood adhesive
- Parts of cabinet
- Fittings provided with product

Refer to participant handbook (5.3.2) to explain about the steps involved in assembling cabinet box.

5.3.10 Activity

- Take the participants on a field visit and make them visit a modular furniture fitter and learn from him how to assemble a cabinet box.
- Ask them to observe the modular furniture fitter first who is assembling a cabinet box.
- Then ask each of them to perform the assembling of cabinet box by following the steps given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field visit-assembling cabinet box</td>
<td>5 hr</td>
<td>Tape measure, screwdriver, hammer, a pair of scissors/Utility knife, PVA wood adhesive, parts of drawer box, fittings provided with product</td>
</tr>
</tbody>
</table>

5.3.11 Say

Let us discuss about assembling and installing an aluminium profile glass shutter.

5.3.12 Elaborate

Aluminium profile shutter is made up with 2 to 2.5 inch wide aluminium section which supports the glass panel and only a thin aluminium border is seen on finished side. This shutter is attached to the cabinet with European hinges.

Tools & equipment needed:

- Tape measure
- Screwdriver
- Hacksaw
- Jig to cut profile at 450
- Aluminium profile & glass
- Fittings provided with profile

Refer to participant handbook (5.3.3) to explain about the steps involved in assembling and installing an aluminium profile glass shutter.
5.3.13 Activity
- Take the participants on a field visit and make them visit a modular furniture fitter and learn from him how to assemble and install an aluminium profile glass shutter.
- Ask them to observe the modular furniture fitter first who is assembling a cabinet box.
- Then ask each of them to perform assembling and installing an aluminium profile glass shutter by following the steps given in participant handbook.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field visit-assembling aluminium profile glass shutter</td>
<td>5 hr</td>
<td>Tape measure, screwdriver, hacksaw, jig to cut profile at 450, aluminium profile &amp; glass, fittings provided with profile</td>
</tr>
</tbody>
</table>

5.3.14 Say
Let us conclude the session by discussing about pasting PVC edge band manually.

5.3.15 Do
Share with the participants about pasting PVC edge band manually.

5.3.16 Elaborate
Tools & equipment required in pasting PVC edge band manually:
- Tape measure
- Utility knife
- Edge banding trimmer/end trimmer/
- Chisel & Mallet
- Wooden block
- Workbench
- PVC edge band roll to be matched with shutter finish
- Clothes iron
Refer to participant handbook (5.3.4) to explain about the steps involved in pasting PVC edge band manually.

5.3.17 Activity
- Take the participants on a field visit and make them visit a modular furniture fitter and learn from him how to paste PVC edge band manually.
- Ask them to observe the modular furniture fitter first who is pasting PVC edge band manually.
- Then ask each of them to perform pasting PVC edge band manually by following the steps given in participant handbook.
<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field visit- Pasting PVC edge band manually</td>
<td>6 hr</td>
<td>Tape measure, utility knife, edge banding trimmer/end trimmer/, chisel &amp; Mallet, wooden block, workbench, PVC edge band roll to be matched with shutter finish, clothes iron</td>
</tr>
</tbody>
</table>

### 5.3.18 Notes for Facilitation

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

Unit 6.1 – Workplace Policies and Procedures
Unit 6.2 – Communication Skills
Unit 6.3 – Work Effectively with Others at Workplace
Key Learning Outcomes

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

1. Understand working effectively with others at workplace
2. Complete all the allocated tasks within the given time frame
3. Behave in a courteous manner with co-workers and clients
4. Communicate effectively at workplace
5. Follow dress code of the workplace, if any
6. Adhere to the norms, policies and procedures of the organization
7. Gain knowledge of expectations and responsibilities of the job role of a lock technician
8. Seek clarification from seniors in case of any doubt
UNIT 6.1: Workplace Policies and Procedures

Unit Objectives

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

- Know and understand organizational policies and procedures
- Adhere to your organization’s policies
- Know and understand the hierarchy and escalation procedure in an organization
- Contact the concerned persons in case of queries on procedures/products/problem

Resources to be Used

Small writing pads, pens and participant handbook, chart paper, pen, colour pencils, eraser, scale.

6.1.1 Note

This is the twenty-first session of the program which talks about workplace policies and procedures.

6.1.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

6.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the steps involved in assembling drawer box.
   - List down the steps involved in assembling cabinet box.
   - List down the steps involved in pasting PVC edge band manually.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.1.4 Say

Let us begin with a new session which is about workplace policies and procedures. In the previous sessions we have had a clear understanding about assembling and finishing of basic structures, now we will talk about workplace policies and procedures.
6.1.5 Say 📝

Policies and procedures provide the guiding framework within which an organization operates. They define what an organization does and how it does. Clear policies and procedures support effective decision making and delegation because they provide guidelines on what people can and cannot do, what decisions they can make and what activities are appropriate.

A clear policy framework means there will be fewer misunderstandings or debates about what to do in particular situations and there will transparency and consistency in the way an organization operates and makes decisions.

Let us discuss about policies and procedures in detail.

6.1.7 Elaborate 🌟

**Policies**

Policies are statements of purpose, which highlight broad guidelines on action to be taken to achieve that purpose. The statement of purpose should not be more than one page in length, but this will vary depending on the policy.

**Procedures**

Procedures explain how to perform tasks and duties. A procedure may specify who in the organization is responsible for particular tasks and activities, or how they should carry out their duties.

6.1.8 Do ✔️

Share with the participants about types of workplace policies.

6.1.9 Elaborate 🌟

Common workplace policies include:

- Code of conduct
- Employment policy
- Internet and email policy
- Mobile phone policy
- Non-smoking policy
- Drug and alcohol policy
- Health and safety policy
- Anti-discrimination and harassment policy
- Grievance handling policy
- Discipline and termination policy
6.1.10 Say

Let us conclude this session by discussing about hierarchical organisation and escalation matrix.

6.1.11 Do

Share with the participant about hierarchical organisation and escalation matrix.

6.1.12 Elaborate

In a hierarchical organisation employees are ranked at various levels within the organisation, each level is one above the other. At each stage in the chain, one person has a number of workers directly under them, within their span of control. A traditional hierarchical structure clearly defines each employee’s role within the organisation and defines the nature of their relationship with other employees.

Refer to the diagram in participant handbook (6.1.3) to explain about hierarchical organisation and escalation matrix.

6.1.13 Notes for Facilitation

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

Let us conclude this session by discussing about hierarchical organisation and escalation matrix.
UNIT 6.2: Communication Skills

Unit Objectives

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

- Know and understand the communication skills
- Understand the need and purpose of effective communication at workplace
- Know about different methods of communication
- Communicate effectively at your workplace

Resources to be Used

Small writing pads, pens and participant handbook, chart paper, pen, colour pencils, eraser, scale.

6.2.1 Note

This is the twenty-second session of the program which talks about communication skills.

6.2.2 Say

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

6.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by policy?
   - What do you understand by procedure?
   - What do you understand by the term escalation?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.2.4 Say

Let us begin with a new session which is about communication skills. In the previous sessions we have had a clear understanding about workplace policies and procedures, now we will talk about communication skills.
Communication is the two way process of exchanging of thoughts, messages or information.’

In simple words, communication is a way of passing on information from one person to another. Communication skills are essential in all aspects of life. One needs to communicate effectively at work. Wood carpenters, lock technicians and other co-workers use both written and oral exchanges to share important information pertaining to jobs. What would happen, if someone could not understand something you had written or said? For example, if you do not have right communication between you and your client, or supervisor, or co-workers, the work will not get finished in time, or you can choose wrong materials.

Let us discuss about methods of communication.

6.2.6 Do

- Share with the participants about written communication.
- Discuss with them about verbal communication.
- Explain them about non-verbal communication.
- Explain them about electronic communication.

6.2.7 Elaborate

Different ways of communication-

Verbal communication:
Verbal communication is the most common method we use to communicate with each other. If two people don’t speak the same language or if someone speaks very quietly or not very clearly, verbal communication cannot be effective. Working in the furniture industry you may communicate verbally with other people face to face, over the telephone. Verbal communication is instant, easy and can be repeated or rephrased until the message is understood.

Written communication:
Writing is the ability to get an idea across by arranging words, numbers and symbols, whether on paper or a computer screen. Good writing skills are essential part of effective communication at workplace. Good writing skills allow you to communicate your message with clarity and ease than through face-to-face or telephone conversations.

Non-verbal communication:
Non-verbal communication does not include speaking or writing. When we interact with others, we continuously give and receive wordless signals. All of our non-verbal behaviours—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages do not stop when we stop speaking either. Even when we are silent, we are still communicating non-verbally.

Electronic Communication:
Electronic communication can take many forms such as text messages, e-mail, voice mail and fax. It is now even possible to send and receive e-mails via mobile phones anywhere in the world.

Electronic communication is instant, easy and there is a record of the communication being sent. Electronic communication goes even further as it can tell the sender if the message has been received and even read. Emails in particular can be used to send a vast amount of information and can even give links to websites or other information.

Refer to participant handbook (6.2.2-6.2.5) to explain in detail about methods of communication.
6.2.8 Say  
Let us discuss about effective listening.

6.2.9 Do  
Share with the participants about effective listening.

6.2.10 Elaborate  
Active listening is the most fundamental aspect of effective communication. 'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively ‘hearing’ the message of the speaker. Active listening involves listening with all senses. It also means actively showing verbal and non-verbal signs of listening.

Refer to participant handbook (6.2.6) to explain in detail about effective listening.

6.2.11 Do  
Share with the participants about reading skills.

6.2.12 Elaborate  
During the work, there are many situations when fitter-modular furniture needs reading. She/he will read:

- Work orders for the day
- Project specifications to understand what is required for a project
- Manual books of tools and machines
- Modular furniture assembly guidelines
- Measuring tape and ruler in both systems
- Magazines to learn about furniture technological advancements, such as new materials and methods
- Health and safety manuals, documents and safety instructions and code of practice
- Organizational policies and procedures, reports and job cards
- Signs, posters, notices and/or cautions at workplace, environmental and waste disposal plans

6.2.13 Notes for Facilitation  
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 6.3: Work Effectively with Others at Workplace

Unit Objectives

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

- Understand the importance of working in a team
- Plan and manage the work and time
- Complete the given job in time
- Understand the important of other professional skills, such as solving the problem, taking right decisions

Resources to be Used

Small writing pads, pens and participant handbook.

6.3.1 Note

This is the twenty-third session of the program which talks about working effectively with others at workplace.

6.3.2 Say

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

6.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by communication?
   - List down the different methods of communication?
   - What do you understand by written communication?
   - What do you understand by effective listening?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.3.4 Say

Let us begin with a new session which is about working effectively with others at workplace. In the previous sessions we have had a clear understanding about communication skills, now we will talk about working effectively with others at workplace.
6.3.5 Say 🗣
Let us discuss about working in a team.

6.3.6 Do ✔️
Share with the participants about working in a team.

6.3.7 Elaborate 🌼
When a job is done in a team, the work itself becomes easier and can be carried out with more efficiency and skill. Being a part of a team will help you to:
- Complete the job in time
- Complete big projects efficiently
- Satisfy client by delivering high quality work in time
- Get more projects in future
- Solve the problems in easy manner
- Get more chances to learn new things
- Maintain the workplace safe
- Develop your interpersonal skills, such as speaking and listening
- Identify your own strengths and weaknesses

Refer to participant handbook (6.3.1) to explain in detail about working in a team.

6.3.8 Do ✔️
Share with the participants about dealing with conflicts at workplace.

6.3.9 Elaborate 🌼
Some guidelines which will help you to handle conflict at workplace includes:
- Talk with the other person
- Listen carefully
- Identify points of agreement and disagreement
- Prioritize the areas of conflict
- Develop a plan to work on each conflict
- Follow through on your plan
- Build on your success
6.3.10 Say
Let us discuss about planning and organising.

6.3.11 Do
Share with the participants about planning and organising.

6.3.12 Elaborate
As an efficient worker, you need to know and understand how to:

- Plan and organize cleaning and maintenance activities
- Plan for cleaning and lubricating the machinery on daily basis
- Plan for cleaning the tools and workplace daily before and after operations
- Plan work accordingly to the required schedule
- Plan and manage work routine based on organization’s procedure
- Work with supervisor and other co-workers to carry out work related tasks
- Plan work schedule, work location, tools, equipment and material to minimize health and safety risks

Refer to participant handbook (6.3.3) to explain in detail about planning and organising at workplace.

6.3.13 Say
Let us discuss about solving problems.

6.3.14 Do
Share with the participants about solving problems.

6.3.15 Elaborate
Fitter-modular furniture may face many problems while on the job. For example, defects in materials, tools and equipment, problem and defects pertaining to the products, emergencies, accidents or fire at the workplace, etc.

You should be able to recognize the problem and come up with a quick and effective solution for solving it within your limit.

Refer to participant handbook (6.3.4) to explain in detail about solving problem.

6.3.16 Do
Share with the participants about decision making.
6.3.17 Elaborate

One good professional skill you must have is the skill to make right decisions. As efficient fitter-modular furniture, you are responsible to deliver high quality work. At work, you will have to make many decisions, such as installing the furniture at the customer location, identifying the problem and applying appropriate methods of rectification, assessing for any damage/faulty component in the equipment/machine and taking action accordingly, making appropriate timely decision in responding to emergencies/accidents, using correct safety equipment while working, taking appropriate decisions related to responsibilities, etc.

6.3.18 Say

Let us conclude the session by discussing about keeping your skills and knowledge fresh.

6.3.19 Elaborate

The furniture industry is experiencing rapid changes due to technological advancements. Manufacturers keep introducing new materials, new tools new finishes, new hardware and new fittings. As an efficient worker, you should be aware of new techniques and new fittings. Some manufactures also organize training sessions to introduce new tools and new techniques. You should be in touch with all these to enhance your skills and knowledge.

6.3.20 Notes for Facilitation

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

- Unit 7.1 – Personal Strengths & Value Systems
- Unit 7.2 – Digital Literacy: A Recap
- Unit 7.3 – Money Matters
- Unit 7.4 – Preparing for Employment & Self Employment
- Unit 7.5 – Understanding Entrepreneurship
- Unit 7.6 – Preparing to be an Entrepreneur
Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow’s Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management 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
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Describe how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively
68. Discuss how to speak effectively
69. Discuss how to solve problems
70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Explain the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the purpose of the Make in India campaign
83. Discuss key schemes to promote entrepreneurs
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Discuss the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise
UNIT 7.1: Personal Strengths & Value Systems

Unit Objectives

At the end of this unit, student 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 Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- 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
- 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
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management
This is the thirty-fourth session of the program which talks about personal strengths & value systems.

Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is the importance of working with a team?
   - How to deal with conflicts at workplace?
   - What do you understand by planning and organising?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

Now let us begin with a new session which is about personal strengths & value systems. In the previous sessions we have had a clear understanding about working effectively with others at workplace, now we will talk about personal strengths & value systems.

As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough.

Let us start the session by discussing about common health issues.

- Share with the participants about common health issues
- Discuss with them the tips to prevent health issues
7.1.7 Elaborate

Some common health issues are:

- Allergies
- Asthma
- Skin Disorders
- Depression and Anxiety
- Diabetes
- Cough, Cold, Sore Throat
- Difficulty Sleeping
- Obesity

Tips to prevent health issues:

- Eating healthy foods like fruits, vegetables and nuts
- Cutting back on unhealthy and sugary foods
- Drinking enough water everyday
- Not smoking or drinking alcohol
- Exercising for at least 30 minutes a day, 4-5 times a week
- Taking vaccinations when required
- Practicing yoga exercises and meditation

7.1.8 Say

As per the World Health Organization (WHO), “Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.” In other words, hygiene means ensuring that you do whatever is required to keep your surroundings clean, so that you reduce the chances of spreading germs and diseases.

7.1.9 Do

Share with the participants about ‘Swachh Bharat Abhiyan’

7.1.10 Elaborate

The ‘Swachh Bharat Abhiyan’ (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in extending good hygiene and health practices to our homes, our immediate surroundings and to our country as a whole.

The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India.
7.1.11 Say

A habit is a behaviour that is repeated frequently. All of us have good habits and bad habits. Keep in mind the phrase by John Dryden: “We first make our habits, and then our habits make us.” This is why it is so important that you make good habits a way of life, and consciously avoid practicing bad habits. Let us now move further and discuss about good and bad habits.

7.1.12 Elaborate

Some good habits that you should make part of your daily routine are:

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories

Some bad habits that you should quit immediately are:

- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food

Refer to participant handbook (7.1.1) to explain about good and bad habits, in detail.

7.1.13 Activity

Divide the class in four groups and ask the participants to make a chart on good and bad habits. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the good and bad habits, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>10 min</td>
<td>Participant handbook, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

7.1.14 Say

Let us discuss about tips for a safe workplace and non-negotiable employee safety habits.

7.1.15 Elaborate

Every employer is obligated to ensure that his workplace follows the highest possible safety protocol. When setting up a business, owners must make it a point to:

- Use ergonomically designed furniture and equipment to avoid stooping and twisting
- Provide mechanical aids to avoid lifting or carrying heavy objects
- Have protective equipment on hand for hazardous jobs
- Designate emergency exits and ensure they are easily accessible
- Set down health codes and ensure they are implemented
- Follow the practice of regular safety inspections in and around the workplace
- Ensure regular building inspections are conducted
- Get expert advice on workplace safety and follow it

Refer to participant handbook (7.1.2) to explain about non-negotiable employee safety habits, in detail.

7.1.16 Say 🗣️
Motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by different things. We can understand this better by looking at Maslow’s Hierarchy of Needs.

7.1.17 Ask 🎤
Ask the participants to list down five things that really motivates them.

Write down their points on a flip chart/ black board and link it with the points given in the participant handbook, in order to create an interactive and interesting learning session.

7.1.18 Do ✔️
Share with the participants about Maslow’s Hierarchy of Needs.

7.1.19 Elaborate ☀️
Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs.

Refer to the pyramid given participant handbook (7.1.3) to explain about Maslow’s Hierarchy of Needs.

7.1.20 Activity 🧑‍🏫
Divide the class in four groups and ask the participants to make a chart on Maslow’s Hierarchy of Needs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about Maslow’s Hierarchy of Needs, in order to conclude the activity in a proper way.
7.1.21 Do

Share with the participants about characteristics of entrepreneurs with achievement motivation by referring to participant handbook (7.1.3).

7.1.22 Say

Attitude can be described as your tendency (positive or negative), to think and feel about someone or something. Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words “The only disability in life is a bad attitude.”

Let us discuss about attitude in detail.

7.1.23 Do

- Share with the participants about attitude
- Discuss with them about how to cultivate a positive attitude

7.1.24 Elaborate

The following tips help foster a positive mindset:
- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what’s good in yourself, in your life, and in others

Refer to participant handbook (7.1.3) to explain about how to cultivate a positive attitude, in detail.

7.1.25 Say

Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust. A person who is described as honest is seen as truthful and sincere, and as someone who isn’t deceitful or devious and doesn’t steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct.

Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

Let us discuss about this in detail.
7.1.26 Do
Share with the participants about:
- Qualities of honest people
- Importance of honesty in entrepreneurs

7.1.27 Elaborate
Some common qualities among honest people are:
- They don’t worry about what others think of them. They believe in being themselves — they don’t bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won’t think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.
- They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.
Refer to participant handbook (7.1.4) to explain about importance of honesty in entrepreneurs, in detail.

7.1.28 Activity
Ask the participants to analyze themselves by honestly identifying their strengths and weaknesses. This will help them use your strengths to the best advantage and reduce weaknesses.
Ask the participants to note down all their strengths and weaknesses in the two columns. Ask them to perform this task honestly

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing yourself</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.1.29 Say
Being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications. It means not displaying negative qualities like lying, cheating and stealing.
Workplace ethics play a big role in the profitability of a company. It is as crucial to an enterprise as high morale and teamwork. This is why most companies lay down specific workplace ethic guidelines that must compulsorily be followed by their employees. These guidelines are typically outlined in a company’s employee handbook.
Let us discuss about work ethics in detail.

7.1.30 Do
- Share with the participants about elements of strong work ethics
- Discuss with them about fostering a good work ethics
7.1.31 Elaborate

Some elements of a strong work ethic are:

- Professionalism
- Respectfulness
- Dependability
- Dedication
- Determination
- Accountability
- Humility

Good work ethics includes:

- Honesty
- Good attitude
- Reliability
- Good work habits
- Initiative
- Trustworthiness
- Respect
- Integrity
- Efficiency

Refer to participant handbook (7.1.4) to explain about the elements of strong work ethics and fostering good work ethics.

7.1.32 Activity

Divide the participants in four groups and make them play a quiz on the following:

- Elements of strong work ethics
- Fostering good work ethics

The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.1.33 Ask

Ask the participants what is their understanding of the word creativity. Note down the points they share on a flip chart/black board and link it with the points given in the Participant Handbook in order to create an interactive and interesting learning session.
Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

Let us discuss about characteristics of highly creative person.

Share with the participants about characteristics of a creative person.

Some characteristics of creative people are:

- They are imaginative and playful
- They detest rules and routine
- They see issues from different angles
- They love to daydream
- They notice small details
- They are very curious
- They have very little tolerance for boredom

Innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

Share with the participants about characteristics of highly innovative person.

Some characteristics of highly innovative people are:

- They embrace doing things differently
- They don’t believe in taking shortcuts
- They are not afraid to be unconventional
- They are highly proactive and persistent
- They are organized, cautious and risk-averse
7.1.40 Say

Time management is the process organizing your time, and deciding how to allocate your time between different activities. Good time management is the difference between working smart (getting more done in less time) and working hard (working for more time to get more done).

Effective time management leads to an efficient work output, even when you are faced with tight deadlines and high pressure situations. On the other hand, not managing your time effectively results in inefficient output and increases stress and anxiety.

Let us discuss about benefits of time management.

7.1.41 Do

Share with the participants about benefits of time management.

7.1.42 Activity

Ask the participants to identify personal time robbers and how can they deal with them?

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Wasters</td>
<td>10 min</td>
<td>Participant handbook, PPT</td>
</tr>
</tbody>
</table>

7.1.43 Do

- Share with the participants about traits of effective time managers
- Discuss with them about effective time management techniques

7.1.44 Elaborate

Some traits of effective time managers are:
- They begin projects early
- They break tasks into steps with specific deadlines
- They set daily objectives
- They continually review long term goals
- They modify plans if required, to achieve better results
- They think of alternate solutions if and when required
- They are flexible and open-minded
- They ask for help when required
- They inform people in advance if their help will be required
- They create backup plans
- They know how to say no

Refer to participant handbook (7.1.6) to explain about effective time management techniques.
7.1.45 Activity
Take the participants on a field visit and ask them to observe the modular furniture fitter, they way he manages time and the techniques he follows to manage time.
Ask them to make points and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>10 min</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.1.46 Say
Anger management is the process of:
- Learning to recognize the signs that you or someone else is becoming angry
- Taking the best course of action to calm down the situation in a positive way
Anger management does not mean suppressing anger.
Let us discuss about importance of anger management.

7.1.47 Do
Share with the participants about importance of anger management.

7.1.48 Elaborate
Anger is a perfectly normal human emotion. In fact, when managed the right way, anger can be considered a healthy emotion. However, if it is not kept in check, anger can make us act inappropriately and can lead to us saying or doing things that we will likely later regret.

**Extreme anger can:**
- Hurt you physically: It leads to heart disease, diabetes, a weakened immune system, insomnia, and high blood pressure.
- Hurt you mentally: It can cloud your thinking and lead to stress, depression and mental health issues.
- Hurt your career: It can result in alienating your colleagues, bosses, clients and lead to the loss of respect.
- Hurt your relationships: It makes it hard for your family and friends to trust you, be honest with you and feel comfortable around you.

This is why anger management, or managing anger appropriately, is so important.

7.1.49 Do
- Discuss with the participants about anger management strategies
- Share with them about tips for anger management
7.1.50 Elaborate

Here are some strategies that can help you control your anger:

- Strategy 1: Relaxation
- Strategy 2: Cognitive Restructuring
- Strategy 3: Problem Solving
- Strategy 4: Better Communication
- Strategy 5: Changing Your Environment

The following tips will help you keep your anger in check:

- Take some time to collect your thoughts before you speak out in anger.
- Express the reason for your anger in an assertive, but non-confrontational manner once you have calmed down.

Refer to participant handbook (7.1.7) to explain about anger management strategies and tips for anger management.

7.1.51 Say

Anything that challenges or threatens our well-being can be defined as a stress. It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

Let us discuss about stress in detail.

7.1.52 Do

- Share with the participants about causes of stress
- Discuss with them about symptoms of stress
- Share with them the tips to manage stress

7.1.53 Elaborate

Stress can be caused by internal and external factors.

Internal causes of stress
- Constant worry
- Pessimism
- Rigid thinking
- Negative self-talk
- Unrealistic expectations
- All in or all out attitude

External causes of stress
- Major life changes
Facilitator Guide

7.1.54 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 7.2: Digital Literacy: A Recap

Unit Objectives
At the end of this unit, student will be able to:

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Discuss the different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss how the 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
Participant handbook, small writing pad, pen.

7.2.1 Note
This is the twenty-fifth session of the program which talks about digital literacy.

7.2.2 Say
Good morning and a very warm welcome to this training program ‘Fitter- Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

7.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is hygiene?
   - Explain the Maslow’s Hierarchy of need.
   - How to cultivate a positive attitude.
   - List down the qualities of honest people.
   - What are the characteristics of highly creative person?
7.2.4 Say 🗣

Now let us begin with a new session which is about digital literacy. In the previous sessions we have had a clear understanding about personal strengths & value systems, now we will talk about digital literacy.

7.2.5 Say 🗣

Let us begin the session by discussing about:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

7.2.6 Do ✅

Share with the participants about the following:

- Basic parts of computer
- Basic parts of keyboard
- Basic Internet terms

7.2.7 Elaborate 🌹

Basic parts of computer:

- Central Processing Unit (CPU)
- Hard Drive
- Monitor
- Mouse
- Speakers
- Printer

Basic parts of keyboard:

- Arrow Keys
Some of the most popular and universally used MS Office applications are:

- **Microsoft Word**: Allows users to type text and add images to a document.
- **Microsoft Excel**: Allows users to enter data into a spreadsheet and create calculations and graphs.
- **Microsoft PowerPoint**: Allows users to add text, pictures and media and create slideshows and presentations.
- **Microsoft Outlook**: Allows users to send and receive email.
- **Microsoft OneNote**: Allows users to make drawings and notes with the feel of a pen on paper.
- **Microsoft Access**: Allows users to store data over many tables.

Basic Internet terms:

- The Internet
- The World Wide Web
- Website
- Homepage
- Link/Hyperlink
- Web Address/URL
- Address Box

Refer to participant handbook (7.2.1) to explain about the parts of computer, keyboard and internet terms, in detail.
7.2.11 Say

E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for “electronic commerce.” Let us discuss about E-Commerce in detail.

7.2.12 Do

- Share with the participants about examples of E-Commerce
- Discuss with them about types of E-Commerce
- Share with them about benefits of E-Commerce

7.2.13 Elaborate

Examples of e-commerce are:
- Online shopping
- Electronic payments
- Online auctions
- Internet banking
- Online ticketing

Types of E-Commerce:
The main types of e-commerce are:
- Business to Business (B2B): Both the transacting parties are businesses.
- Business to Consumer (B2C): Businesses sell electronically to end-consumers.
- Consumer to Consumer (C2C): Consumers come together to buy, sell or trade items to other consumers.
- Consumer-to-Business (C2B): Consumers make products or services available for purchase to companies looking for exactly those services or products.
- Business-to-Administration (B2A): Online transactions conducted between companies and public administration.
- Consumer-to-Administration (C2A): Online transactions conducted between individuals and public administration.

Refer to participant handbook (7.2.3) to explain about benefits of E-Commerce, in detail

7.2.14 Activity

Ask the participants to choose a product or service that they want to sell online. 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.

Note:
- Before launching your e-commerce platform, test everything.
- Pay close and personal attention to your social media.
<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>1 hr</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

### 7.2.15 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 7.3: Money Matters

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfers

Resources to be Used

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

7.3.1 Note

This is the thirty-eighth session of the program which talks about money matters.

7.3.2 Say

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

7.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the basic parts of computer.
   - List down the most popular office products.
   - What is E-Commerce? Give few examples.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
7.3.4 Say

Now let us begin with a new session which is about money matters. In the previous sessions we have had a clear understanding about digital literacy, now we will talk about money matters.

7.3.5 Say

We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That’s why saving money steadily through the years is so important. Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

7.3.6 Do

Let us discuss about benefits of saving.

7.3.7 Elaborate

Saving helps you:
- Become financially independent
- Invest in yourself through education
- Get out of debt
- Be prepared for surprise expenses
- Pay for emergencies
- Retire

Refer to participant handbook (7.3.1) to explain about benefits of saving, in detail.

7.3.8 Do

- Share with the participants about types of bank account
- Discuss with them how to open a bank account

7.3.9 Elaborate

Four main types of bank accounts are:
- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts
7.3.12 Do

Share with the participants about difference between fixed and variable cost.

7.3.13 Elaborate

Refer to participant handbook (7.3.3) to explain about difference between fixed and variable cost.

7.3.14 Say

Let us discuss about insurance.

Steps involved in opening a bank account:

- Step 1: Fill in the Account Opening Form
- Step 2: Affix your Photograph
- Step 3: Provide your Know Your Customer (KYC) Details
- Step 4: Submit All your Documents

Refer to participant handbook (7.3.2) to explain about types of bank account and steps involved in opening a bank account, in detail.

7.3.10 Activity

Take the participants on a field visit to a bank, ask them to talk to the bank manager there and understand about different types of account and how to open a bank account.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Field Visit          | 30 mins | Participant handbook, pen, small note pad     

7.3.11 Say

Fixed costs and variable costs together make up a company’s total cost. These are the two types of costs that companies have to bear when producing goods and services.

A fixed cost does not change with the volume of goods or services a company produces. It always remains the same.

A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

Let us discuss about fixed and variable cost in detail.
7.3.15 Say
Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:
- Bonds
- Stocks
- Small Savings Schemes
- Mutual Funds
- Fixed Deposits
- Real Estate
- Hedge Funds
- Private Equity
- Venture Capital
Refer to participant handbook (7.3.4) to explain about types of investment.

7.3.16 Say
There are two types of insurance – Life Insurance and Non-Life or General Insurance.

7.3.17 Do
Share with the participants about Life Insurance and Non-Life or General Insurance.

7.3.18 Elaborate
Life Insurance
Life Insurance deals with all insurance covering human life.
The main life insurance products are:
- Term Insurance and endowment Policy
- Unit-Linked Insurance Plan (ULIP)
- Money Back Life Insurance
- Whole Life Insurance

General Insurance
General Insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on.
The main general insurance products are:
- Motor Insurance
- Health Insurance
- Travel Insurance
- Home Insurance and marine Insurance
Refer to participant handbook (7.3.4) to explain about Life and General Insurance, in detail.
7.3.19 Activity

Ask the participants to refer to participant handbook and study in detail about Life and General Insurance, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>15 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.3.20 Say

There are two types of taxes – Direct Taxes and Indirect Taxes. Let us discuss about them in detail.

7.3.21 Do

Share with the participants about direct and indirect tax.

7.3.22 Elaborate

Direct Tax
Direct taxes are levied directly on an entity or a person and are non-transferrable.

Some examples of Direct Taxes are:
- Income Tax
- Capital Gains Tax
- Securities Transaction Tax
- Perquisite Tax
- Corporate Tax

Indirect Tax
Indirect taxes are levied on goods or services.

Some examples of Indirect Taxes are:
- Sales Tax
- Service Tax
- Value Added Tax
- Customs Duty & Octroi
- Excise Duty:

Refer to participant handbook (7.3.4) to explain about direct and indirect tax, in detail.

7.3.23 Say

Internet or online banking allows account holders to access their account from a laptop at any location. In this way,
instructions can be issued. To access an account, account holders simply need to use their unique customer ID number and password.

Internet banking can be used to:

- Find out an account balance
- Transfer amounts from one account to another
- Arrange for the issuance of cheques
- Instruct payments to be made
- Request for a cheque book
- Request for a statement of accounts
- Make a fixed deposit

7.3.24 Do ✔

Share with the participants about the following:

- NEFT
- RTGS
- IMPS

7.3.25 Elaborate 🌟

NEFT:
NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank. NEFT can be used by individuals, firms and corporate organizations to transfer funds between accounts.

RTGS:
RTGS stands for Real Time Gross Settlement. This is a real time funds transfer system which enables you to transfer funds from one bank to another, in real time or on a gross basis. The transferred amount is immediately deducted from the account of one bank, and instantly credited to the other bank’s account. The RTGS payment gateway is maintained by the Reserve Bank of India. The transactions between banks are made electronically.

IMPS:
IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India. IMPS enables users to make instant electronic transfer payments using mobile phones through both, Mobile Banking and SMS. It can also be used through ATMs and online banking. IMPS is available 24 hours a day and 7 days a week. The system features a secure transfer gateway and immediately confirms orders that have been fulfilled.

Refer to participant handbook (7.3.5) to explain about the following in detail:

- NEFT
- RTGS
- IMPS
7.3.26 Activity
Take the participants on a field visit to a bank, ask them to talk to the bank manager their and understand about NEFT, RTGS and IMPS.
Ask them to make notes and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>15 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.3.27 Do
Share with the participants the difference between NEFT, RTGS and IMPS by referring to participant handbook (7.3.5).

7.3.28 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 7.4: Preparing for Employment & Self Employment

Unit Objectives
At the end of this unit, student will be able to:

- Discuss the steps to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Discuss basic workplace terminology

Resources to be Used
Participant handbook, small writing pad, pen.

7.4.1 Note
This is the twenty-sixth session of the program which talks about preparing for employment & self employment.

7.4.2 Say
Good morning and a very warm welcome to this training program 'Fitter-Modular Furniture'. Before we begin this session let us have a quick recap of the previous session.

7.4.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the benefits of saving.
   - Name the types of bank accounts.
   - What are the steps involved in opening a bank account?
   - What is the difference between fixed and variable cost?
   - What is the difference between NEFT, RTGS and IMPS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session
7.4.4 Say 
Now let us begin with a new session which is about preparing for employment & self employment. In the previous sessions we have had a clear understanding about money matters, now we will talk about preparing for employment & self employment.

7.4.5 Say 
Let us discuss about how to prepare for an interview.

7.4.6 Do 
Let us discuss about how to prepare for an interview.

7.4.7 Elaborate 
The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning. Take a look at the steps to follow in order to be well prepared for an interview:

- Research the organization that you are having the interview with
- Think about whether your skills and qualifications match the job requirements
- Go through the most typical interview questions asked, and prepare your responses
- Plan your attire for the interview
- Ensure that you have packed everything that you may require during the interview
- Remember the importance of non-verbal communication
- Make a list of questions to end the interview with

Refer to participant handbook (7.4.1) to explain about steps to follow in order to be well prepared for an interview, in detail.

7.4.8 Say 
A resume is a formal document that lists a candidate’s work experience, education and skills.
A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That’s why it is so important to create a resume that is effective.
Let us discuss about preparing a resume

7.4.9 Do 
Share with the participants about how to prepare an effective resume.
7.4.10 Elaborate

Steps to create an effective resume:

- Write the Address Section
- Add the Profile Summary Section
- Include Your Educational Qualifications
- List Your Technical Skills
- Insert Your Academic Project Experience
- List Your Strengths
- List Your Extracurricular Activities
- Write Your Personal Details

Refer to participant handbook (7.4.2) to explain about steps involved in preparing an effective resume, in detail.

7.4.11 Activity

Ask the participants to do some research and prepare a resume for themselves.

At the end check the resume of each participant and make the modifications, if required.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing resume</td>
<td>1 hr</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.4.12 Do

Refer to participant handbook (7.4.3) to explain the participants about the following:

- Questions asked in an interview
- Basic workplace terminologies

7.4.13 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 7.5: Understanding Entrepreneurship

Unit Objectives
At the end of this unit, student will be able to:

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- 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 key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure
Good morning and a very warm welcome to this training program ‘Fitter-Modular Furniture’. Before we begin this session let us have a quick recap of the previous session.

Now let us begin with a new session which is about entrepreneurship. In the previous sessions we have had a clear understanding about preparing for employment & self employment, now we will talk about entrepreneurship.

Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success. They dream big and are determined to do whatever it takes to turn their idea into a viable offering. The aim of an entrepreneur is to create an enterprise. The process of creating this enterprise is known as entrepreneurship.

Let us discuss about entrepreneurship in detail.
7.5.7 Elaborate
Entrepreneurship is very important for the following reasons:
- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country
Refer to participant handbook (7.5.1) to explain about characteristics of entrepreneurs.

7.5.8 Activity
Take the participants on a field visit and make them meet a person who is an entrepreneur, ask them to notice the way he talks and his characteristics. Tell them to prepare few questions well in advance which they want to ask the entrepreneur.
The participants must make notes about his characteristics and attitude towards life and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.5.9 Say
Let us discuss about types of enterprises.

7.5.10 Do
Share with the participants about different types of enterprises.

7.5.11 Elaborate
As an entrepreneur in India, you can own and run any of the following types of enterprises:
- Sole Proprietorship
- Partnership
- Limited Liability Partnership (LLP)
Refer to participant handbook (7.5.1) to explain about different types of enterprises to the participants.

7.5.12 Say
Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn’t willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company.
Leaders believe in doing the right things. They also believe in helping others to do the right things.

An effective leader is someone who:

- Creates an inspiring vision of the future.
- Motivates and inspires his team to pursue that vision.

Let us discuss about leadership in detail.

7.5.13 Do ✔

- Share with the participants about benefits of effective leadership
- Discuss with them about leadership qualities

7.5.14 Elaborate

Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:

- Gaining the loyalty and commitment of the team members
- Motivating the team to work towards achieving the company’s goals and objectives
- Building morale and instilling confidence in the team members
- Fostering mutual understanding and team-spirit among team members
- Convincing team members about the need to change when a situation requires adaptability

Some critical leadership skills that every entrepreneur must have are:

- Pragmatism
- Humility
- Flexibility
- Authenticity
- Reinvention
- Awareness

Refer to participant handbook (7.5.2) to explain about leadership skills, in detail.

7.5.15 Do ✔

Tell the participants that teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result

7.5.16 Elaborate

For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:
- Unity of purpose
- Great communication skills
- The ability to collaborate
- Initiative
- Visionary members
- Great adaptability skills
- Excellent organizational skills

Refer to participant handbook (7.5.2) to explain about team work, in detail.

7.5.17 Say

Listening is the ability to correctly receive and understand messages during the process of communication. Listening is critical for effective communication. Without effective listening skills, messages can easily be misunderstood. This results in a communication breakdown and can lead to the sender and the receiver of the message becoming frustrated or irritated.

7.5.18 Do

Share with the participants about listening and speaking skills.

7.5.19 Elaborate

To listen effectively you should:
- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker’s perspective
- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker’s gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker’s mannerisms or habits irritate or distract you

Refer to participant handbook (7.5.3) to explain about speaking skills, in detail.

7.5.20 Do

Tell the participants that now they will have to perform an activity on speaking skills.
7.5.21 Activity

Ask them to do an impromptu speech on a subject of their choice. Watch out for rate of speech, vocabulary, excessive jargon etc.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impromptu speech</td>
<td>10 mins</td>
<td>Participant handbook, PPT</td>
</tr>
</tbody>
</table>

7.5.22 Say

All problems contain two elements:

1. Goals
2. Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals.

Let us discuss about problem solving.

7.5.23 Do

- Share with the participants about important traits of problem solving
- Discuss with them how to access for problem solving skills

7.5.24 Elaborate

Steps to solve a problem:

Step 1: Identify the problem
Step 2: Study the problem in detail
Step 3: List all possible solutions
Step 4: Select the best solution
Step 5: Implement the chosen solution
Step 6: Check that the problem has really been solved

Important traits of solving problem:

The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking
- Having a positive attitude
- Focusing on the right problem

Refer to participant handbook (7.5.4) to explain how to access problem solving skills, in detail.
7.5.25 Say

Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people. Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

Let us discuss about negotiation in detail.

7.5.26 Do

- Share with the participants about steps involved in negotiation

7.5.27 Elaborate

Steps involved in negotiation:

Step 1: Pre-negotiation preparation
Step 2: Discuss the problem
Step 3: Clarify the objective
Step 4: Aim for a win-win outcome
Step 5: Clearly define the agreement
Step 6: Implement the agreed upon solution

Refer to participant handbook (7.5.4) to explain about steps involved in negotiation, in detail.

7.5.28 Activity

Ask the participants to refer to participant handbook and study in detail about steps involved in negotiation, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

7.5.29 Say

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances. A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

7.5.30 Do

- Share with the participants about factors to be considered when looking for opportunity
- Discuss with them the ways to identity new business opportunities
### 7.5.31 Elaborate

Following things should be considered when looking for business opportunities:

- Economic trends
- Market trends
- Changes in funding
- Changes in political support
- Changing relationships between vendors, partners and suppliers
- Shift in target audience

Refer to participant handbook (7.5.5) to explain about ways to identity new business opportunities, in detail.

### 7.5.32 Do

- Share with the participants about ways to identify business opportunities within the business

### 7.5.33 Elaborate

Ways to identify business opportunities within the business includes:

- SWOT Analysis
- Establishing Your USP

Refer to participant handbook (7.5.5) to explain about ways to identity business opportunities within the business, in detail.

### 7.5.34 Say

An entrepreneur is a person who:

- Does not work for an employee
- Runs a small enterprise
- Assumes all the risks and rewards of the enterprise, idea, good or service

Let us discuss about it in detail.

### 7.5.35 Do

- Share with the participants the type of entrepreneurs
- Discuss with them the characteristics of entrepreneurs

### 7.5.36 Elaborate

Successful entrepreneurs have the following characteristics:

- They are highly motivated
They are creative and persuasive
They are mentally prepared to handle each and every task
They have excellent business skills – they know how to evaluate their cash flow, sales and revenue
They are willing to take great risks
They are very proactive – this means they are willing to do the work themselves, rather than wait for someone else to do it
They have a vision – they are able to see the big picture
They are flexible and open-minded
They are good at making decisions

Refer to participant handbook (7.5.6) to explain about type of entrepreneurs.

7.5.37 Activity

Divide the class in four groups and ask the participants to make a chart on types of entrepreneurs. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the types of entrepreneurs, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>10 mins</td>
<td>Participant handbook, chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

7.5.38 Do

- Share with the participants about entrepreneurial process.

7.5.39 Elaborate

Let’s take a look at the stages of the entrepreneurial process.

Stage 1: Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.

Stage 2: Germination or Recognition. In this stage a possible solution to the identified problem is thought of.

Stage 3: Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.

Stage 4: Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.

Stage 5: Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.
Stage 6: Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.

Stage 7: Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Refer to the diagram given in participant handbook (7.5.6) to explain about entrepreneurial process.

7.5.40 Say

The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or ‘ecosystem’ made of private and public participants. These players nurture and sustain the new ventures, facilitating the entrepreneurs’ efforts.

Let us discuss about entrepreneurship ecosystem in detail.

7.5.41 Do

- Share with the participants about six domains of entrepreneurship ecosystem

7.5.42 Elaborate

An entrepreneurship ecosystem comprises of the following six domains:

- Favourable Culture: This includes elements such as tolerance of risk and errors, valuable networking and positive social standing of the entrepreneur.
- Facilitating Policies & Leadership: This includes regulatory framework incentives and existence of public research institutes.
- Financing Options: Angel financing, venture capitalists and micro loans would be good examples of this.
- Human Capital: This refers to trained and untrained labour, entrepreneurs and entrepreneurship training programmes, etc.
- Conducive Markets for Products & Services: This refers to an existence or scope of existence of a market for the product/service.
- Institutional & Infrastructural Support: This includes legal and financing advisers, telecommunications, digital and transportation infrastructure, and entrepreneurship networking programmes.

7.5.43 Do

- Share with the participants about key schemes to promote entrepreneurs.

7.5.44 Elaborate

Key schemes to promote entrepreneurs

1. Pradhan Mantri MUDRA Yojana - Micro Units Development and Refinance Agency (MUDRA),
2. Stand Up India
3. Prime Minister Employment Generation Programme (PMEGP)
4. International Cooperation
5. Performance and Credit Rating
6. Marketing Assistance Scheme
7. Reimbursement of Registration Fee for Bar Coding
8. Enable Participation of MSMEs in State/District level Trade Fairs and Provide Funding Support
9. Capital Subsidy Support on Credit for Technology up gradation
10. Credit Guarantee Fund for Micro and Small Enterprise (CGFMSE)
11. Reimbursement of Certification Fees for Acquiring ISO Standards
12. Agricultural Marketing
13. Small Agricultural Marketing
14. Mega Food Park
15. Adivasi Mahila Sashaktikaran Yojana

Refer to participant handbook (7.5.6) to explain about key schemes to promote entrepreneurs, in detail.

### 7.5.45 Activity

Divide the participants in four groups and make them play a quiz on key schemes to promote entrepreneurs. The winning group will be awarded with a gift hamper.

At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10 mins</td>
<td>Participant handbook, pen, small note pad</td>
</tr>
</tbody>
</table>

### 7.5.46 Say

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea. An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

### 7.5.47 Do

- Share with the participants about risk appetite
- Discuss with them about risk appetite statement
7.5.48 Elaborate

What is risk appetite?
Risk appetite is defined as the extent to which a company is equipped to take risk, in order to achieve its objectives. Essentially, it refers to the balance, struck by the company, between possible profits and the hazards caused by changes in the environment (economic ecosystem, policies, etc.). Taking on more risk may lead to higher rewards but have a high probability of losses as well. However, being too conservative may go against the company as it can miss out on good opportunities to grow and reach their objectives.

Risk appetite statement:
Risk appetite statement should convey the following:
- The nature of risks the business faces.
- Which risks the company is comfortable taking on and which risks are unacceptable.
- How much risk to accept in all the risk categories.
- The desired trade off between risk and reward.
- Measures of risk and methods of examining and regulating risk exposures.

Refer to participant handbook (7.5.7) to explain about risk appetite, in detail.

7.5.49 Do

Tell the participants to get ready for an activity which would energize them.

7.5.50 Activity

- Ask the facilitator to choose a few well-known phrases and write half of each phrase on pieces of paper and the other half on other pieces.
- For example- “Happy” on one piece of paper and “Birthday” on another
- The number of chits should match the number of participants in the group
- Fold the pieces of paper and put them in a bowl
- Ask each participant to pick a chit from the bowl and try to find the member of the group with the matching half of the same phrase

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the Card</td>
<td>10 mins</td>
<td>Small writing pads, pens, Participant Handbook, Pieces of paper</td>
</tr>
</tbody>
</table>

7.5.51 Say

Entrepreneurs are characterized by a set of qualities known as resilience. These qualities play an especially large role in the early stages of developing an enterprise. Risk resilience is an extremely valuable characteristic as it is believed to protect entrepreneurs against the threat of challenges and changes in the business environment.

Let us discuss about entrepreneurship and resilience in detail.
7.5.52 Do

• Share with the participants about characteristics of resilient entrepreneur

7.5.53 Elaborate

What is Entrepreneurial Resilience?

Resilience is used to describe individuals who have the ability to overcome setbacks related to their life and career aspirations. A resilient person is someone who is capable of easily and quickly recovering from setbacks. For the entrepreneur, resilience is a critical trait.

Entrepreneurial resilience can be enhanced in the following ways:

• By developing a professional network of coaches and mentors
• By accepting that change is a part of life
• By viewing obstacles as something that can be overcome

Refer to participant handbook (7.5.7) to explain about characteristics of resilient entrepreneur, in detail

7.5.54 Notes for Facilitation

• Ask the participants if they have any questions
• Encourage other participants to answer it and encourage peer learning in the class
• Answer all the doubts in case any to the participants
• Ask them to answer the questions given in the participant manual
• Ensure that all the participants answer every question
UNIT 7.6: Preparing to be an Entrepreneur

**Unit Objectives**

At the end of this unit, student will be able to:
- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- 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
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise

**Resources to be Used**

Participant handbook, small writing pad, pen, balloons, threads/rubber bands.

**7.6.1 Note**

This is the twenty-seventh session of the program which talks about preparing to be an entrepreneur.

**7.6.2 Say**

Good morning and a very warm welcome to this training program 'Fitter-Modular Furniture'. Before we begin this session let us have a quick recap of the previous session.
7.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the types of enterprises.
   - What are the benefits of effective leadership?
   - How to listen effectively?
   - What do you understand by problem solving?
   - List down the important traits of problem solving.
   - What are the ways to identify new business opportunities?
   - What is risk appetite?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.6.4 Say

Now let us begin with a new session which is about preparing to be an entrepreneur. In the previous sessions we have had a clear understanding about entrepreneurship, now we will talk about preparing to be an entrepreneur.

7.6.5 Say

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:
   - Past, present and prospective customers
   - Customer characteristics and spending habits
   - The location and needs of the target market
   - The overall industry
   - Relevant competitors

Market research involves two types of data:
   - Primary information. This is research collected by yourself or by someone hired by you.
   - Secondary information. This is research that already exists and is out there for you to find and use.

Primary research

Primary research can be of two types:
   - Exploratory: This is open-ended and usually involves detailed, unstructured interviews.
   - Specific: This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

Secondary research

Secondary research uses outside information. Some common secondary sources are:
7.6.6 Do ✓
Share with the participants about 4 Ps of marketing.

7.6.7 Elaborate 🌲
4 Ps of marketing is:
- Product
- Price
- Promotion
- Place
Refer to participant handbook (7.6.1) to explain about 4 Ps of marketing, in detail.

7.6.8 Activity 🌲
Divide the participants into four groups and ask one group to discuss about product, other about price and so on. Ask all the groups to make notes and share their views with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>15 mins</td>
<td>Participant handbook, small writing pad, pen</td>
</tr>
</tbody>
</table>

7.6.9 Do ✓
Share with the participants about basic business terminologies by referring to participant handbook (7.6.2).

7.6.10 Activity 🌲
Divide the participants in four groups and make them play a quiz on basic business terminologies.
The winning group will be awarded with a gift hamper.
At the end of the activity reiterate about the same, in order to conclude the activity in a proper manner.
### 7.6.11 Say 🗣

CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one’s relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

Let us discuss about CRM in detail.

### 7.6.12 Do ✅

Share with the participants about needs and benefits of CRM.

### 7.6.13 Elaborate 🌟

**Need for CRM:**

The better a company can manage its relationships with its customers, the higher the chances of the company’s success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

Refer to participant handbook (7.6.3) to explain about benefits of CRM.

### 7.6.14 Say 🗣

In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts. Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

### 7.6.15 Do ✅

Share with the participants about the need and benefits of networking.
7.6.16 Elaborate

**Need for Networking:**

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem.

This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Refer to participant handbook (7.6.4) to explain about benefits of networking.

7.6.17 Do

Share with the participants the elements of business plan.

7.6.18 Elaborate

Refer to participant handbook (7.6.6) to explain about elements of business plan.

7.6.19 Say

For entrepreneurs, one of the most difficult challenges faced involves securing funds for start-ups. With numerous funding options available, entrepreneurs need to take a close look at which funding methodology works best for them. In India, banks are one of the largest funders of start-ups, offering funding to thousands of start-ups every year.

7.6.20 Do

Share with the participants about information which should be offered to bank for funding.

7.6.21 Elaborate

When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information. It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

Refer to participant handbook (7.6.7) to explain about information which should be offered to bank for funding, in detail.
7.6.22 Activity

Ask the participants to pair themselves, ask one of them to become a bank manager and the other the person who wants to apply for funds. Ask the person who is applying for funds to submit your application form and all other required documents to the bank. The person enacting as bank manager should carefully assess your credit worthiness and assign ratings by analyzing the business information with respect to parameters like management, financial, operational and industry information as well as past loan performance. The bank manager will then make a decision as to whether or not you should be given funding.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>30 mins</td>
<td>Documents required for funding</td>
</tr>
</tbody>
</table>

7.6.23 Do

Share with the participants as to how to manage an enterpriser.

7.6.24 Elaborate

Steps to manage an enterprise:
Step 1: Use your leadership skills and ask for advice when required.
Step 2: Divide your work amongst others – realize that you cannot handle everything yourself.
Step 3: Hire the right people for the job.
Step 4: Motivate your employees and train them well.
Step 5: Train your people to handle your customers well.
Step 6: Market your enterprise effectively.
Refer to participant handbook (7.6.8) to explain about steps to manage an enterprise, in detail.

7.6.25 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
8. 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>Program Name:</td>
</tr>
<tr>
<td>Qualification Pack Name &amp; Ref. ID</td>
</tr>
<tr>
<td>Version No.</td>
</tr>
<tr>
<td>Pre-requisites to Training (if any)</td>
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</tbody>
</table>

Training Outcomes

By the end of this program, the participants will be able to:
1. Explain about Furniture and fittings industry
2. Explain about tools, equipments and work area
3. Gain knowledge about how to maintain health, safety and security at workplace
4. Gain knowledge about various types of woods
5. Gain basic knowledge of modular furniture
6. Carry out assembling and installation of modular furniture
7. Carry out work effectively at workplace
8. Discuss about employability and entrepreneurship skills

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objectives</th>
<th>NOS</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration (Theory/Practical)</th>
</tr>
</thead>
</table>
| 1      | Ice Breaker | Ice Breaker  | • Get to know each other  
• Build Rapport with fellow participants and facilitators  
• Relax and feel comfortable in the class | PPT, Lecture and Discussion Activities  
Activity 1: Ice-breaker | Participant handbook, pen, small writing pad, white board, marker. | P-1 hr |
| 2 | Introduction | Introduction of the training program-1 | • Learn the overview of the training program  
• Understand the objectives of the training program  
• Follow the ground rules during training sessions | Bridge Module | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, white board, marker. | T-2hr |
|---|---|---|---|---|---|---|---|
| 3 | Introduction | Introduction of the training program-2 | • Learn the overview of the training program  
• Understand the objectives of the training program  
• Follow the ground rules during training sessions | Bridge Module | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, white board, marker. | T-2hr |
| 4 | Introduction | Introduction of the training program-3 | • Learn the overview of the training program  
• Understand the objectives of the training program  
• Follow the ground rules during training sessions | Bridge Module | PPT, Lecture and Discussion Activities  
Activity 1 (Energiser): Word Tree  
Activity 2: Know the ground rules | Participant handbook, pen, small writing pad, white board, marker. | T-1hr  
P-1hr |
| 5 | Introduction | Furniture and fitting industry in India-1 | • Discuss the overview of furniture and fittings industry in India  
• Learn about the Indian furniture industry size and key growth drivers  
• Understand Indian furniture market structure  
• Understand the employment opportunities in Indian furniture and fittings industry | Bridge Module | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser | T-2hr |
|---|---|---|---|---|---|---|---|
| 6 | Introduction | Furniture and fitting industry in India-2 | • Discuss the overview of furniture and fittings industry in India  
• Learn about the Indian furniture industry size and key growth drivers  
• Understand Indian furniture market structure  
• Understand the employment opportunities in Indian furniture and fittings industry | Bridge Module | PPT, Lecture and Discussion Activities  
Activity 1: Self Study  
Activity 2: Self Study | Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser | T-1hr P-1hr |
| 7 | Introduction | Job roles and responsibilities of a modular fitter furniture-1 | • Understand the job role of a modular furniture fitter  
    • Understand the responsibilities of a modular furniture fitter  
    • List down the essential skills required for the job of a modular furniture fitter | FFS/ N5702 KA-1, KA-2 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser | T - 3 hrs P - 0 hr |
| 8 | Introduction | Job roles and responsibilities of a modular fitter furniture-2 | • Understand the job role of a modular furniture fitter  
    • Understand the responsibilities of a modular furniture fitter  
    • List down the essential skills required for the job of a modular furniture fitter | FFS/ N5702 KA-1, KA-2 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser | T-2hr |
| 9 | Introduction | Job roles and responsibilities of a modular fitter furniture-3 | • Understand the job role of a modular furniture fitter  
    • Understand the responsibilities of a modular furniture fitter  
    • List down the essential skills required for the job of a modular furniture fitter | FFS/ N5702 KA-1, KA-2 | PPT, Lecture and Discussion Activities Activity 1: Chart Making | Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser | T-1hr P-1hr |
|   | Tools, Equipments and workplace | Tools, Machines and Equipment-1 | • List down hand tools used in wood carpentry and their usage  
   • List down power tools used in wood carpentry and their usage  
   • Select right tools to perform the job | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion | Small writing pads, pens, Participant Handbook | T-2hr |
|---|---------------------------------|---------------------------------|--------------------------------------------------------------------------------|-----------------|-----------------------------------------------|-----------------------------------------------|-------|
| 10| Tools, Equipments and workplace | Tools, Machines and Equipment-2 | • List down hand tools used in wood carpentry and their usage  
   • List down power tools used in wood carpentry and their usage  
   • Select right tools to perform the job | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion  
   Activities  
   Activity 1: Skill Practical | Participant Handbook, pen, small writing pad, equipments used by modular furniture fitter | P-2hr |
| 12| Tools, Equipments and workplace | Tools, Machines and Equipment-3 | • List down hand tools used in wood carpentry and their usage  
   • List down power tools used in wood carpentry and their usage  
   • Select right tools to perform the job | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion  
   Activities  
   Activity 1: Skill Practical | Participant Handbook, pen, small writing pad, equipments used by modular furniture fitter | P-2hr |
<p>| 13| Tools, Equipments and workplace | Tools, Machines and Equipment-4 | • Use tools in correct and safe manner | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion | Participant Handbook, pen, small writing pad | T-2hr |
| 14 | <strong>Tools, Equipments and workplace</strong> | <strong>Tools, Machines and Equipment-5</strong> | • Use tools in correct and safe manner | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities Activity 1: Skill Practical | Participant Handbook, pen, small writing pad | P-2hr |
| 15 | <strong>Tools, Equipments and workplace</strong> | <strong>Materials and Finishes-1</strong> | • Identify the different materials used to build modular furniture • Understand their properties and applications • Select right types of material to build modular furniture | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities Activity 1: Skill Practical | S Pieces of paper, pen, participant handbook, small writing pad, materials used to build a modular furniture. | T-1hr P-1hr |
| 16 | <strong>Soft Skills and Professional Skills</strong> | <strong>Comprehension and Problem Solving Skills</strong> | • Identify the different materials used to build modular furniture • Understand their properties and applications • Select right types of material to build modular furniture | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities Activity 1: Skill Practical | S Pieces of paper, pen, participant handbook, small writing pad, materials used to build a modular furniture. | P-2 hr |
| 17 | <strong>Tools, Equipments and workplace</strong> | <strong>Materials and Finishes-3</strong> | • Identify the different materials used to build modular furniture • Understand their properties and applications • Select right types of material to build modular furniture | FFS/ N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities Activity 1: Skill Practical | S Pieces of paper, pen, participant handbook, small writing pad, materials used to build a modular furniture. | P-1hr T-1hr |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Activity Details</th>
<th>Handouts/Tools Required</th>
<th>Duration</th>
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<tr>
<td>18</td>
<td>Tools, Equipments and workplace</td>
<td>Materials and Finishes-4</td>
<td>• Identify the different materials used to build modular furniture&lt;br&gt;• Understand their properties and applications&lt;br&gt;• Select right types of material to build modular furniture</td>
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<td>PPT, Lecture and Discussion Activities</td>
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<td></td>
<td>Participant handbook, small writing pad, materials used to build a modular furniture.</td>
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<td>19</td>
<td>Tools, Equipments and workplace</td>
<td>Fasteners, Fittings and Accessories-1</td>
<td>• Know about the fasteners and its common types&lt;br&gt;• Select and use right fasteners for right job</td>
<td>T-2hr</td>
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<td>FFS/N8501 PC-1, PC-2</td>
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<td>PPT, Lecture and Discussion Activities</td>
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<td>Small writing pads, pens, Participant Handbook</td>
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<tr>
<td>20</td>
<td>Tools, Equipments and workplace</td>
<td>Fasteners, Fittings and Accessories-2</td>
<td>• Know about the fasteners and its common types&lt;br&gt;• Select and use right fasteners for right job</td>
<td>P-2hr</td>
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<td>Small writing pads, pens, Participant Handbook</td>
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<td>21</td>
<td>Tools, Equipments and workplace</td>
<td>Fasteners, Fittings and Accessories-3</td>
<td>• Know about the types of knock-down fittings and their applications&lt;br&gt;• Identify and select right fittings for assembly of modular furniture&lt;br&gt;• Identify other fittings required for furniture&lt;br&gt;• Know about accessories required for modular kitchen and wardrobes</td>
<td>T-2hr</td>
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<td>FFS/N8501 PC-1, PC-2</td>
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<td>PPT, Lecture and Discussion Activities</td>
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<td>Small writing pads, pens, Participant Handbook</td>
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</table>
| Tools, Equipments and workplace | Fasteners, Fittings and Accessories-4 | Know about the types of knock-down fittings and their applications  
Identify and select right fittings for assembly of modular furniture  
Identify other fittings required for furniture  
Know about accessories required for modular kitchen and wardrobes | FFS/N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities  
Activity 1: Skill Practical | Small writing pads, pens, Participant Handbook | P-2hr |
|---|---|---|---|---|---|---|
| Tools, Equipments and workplace | Fasteners, Fittings and Accessories-5 | Know about the types of knock-down fittings and their applications  
Identify and select right fittings for assembly of modular furniture  
Identify other fittings required for furniture  
Know about accessories required for modular kitchen and wardrobes | FFS/N8501 PC-1, PC-2 | PPT, Lecture and Discussion Activities  
Activity 1: Self Study | Small writing pads, pens, Participant Handbook | P-2hr |
| 24 | Tools, Equipments and workplace | Safety and Maintenance of Tools & Work Area-1 | • Identify and maintain the hand tools in correct way  
• Identify and maintain the power tools in correct way  
• Understand how to keep workshop clean and organized  
• Store tools and machines in proper way  
• Explain the ways to reduce the waste at workplace  
• Dispose waste in proper way | FFS/N8501 PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6 | PPT, Lecture and Discussion | Small writing pads, pens, Participant Handbook | T-2hr |
| 25 | Tools, Equipments and workplace | Safety and Maintenance of Tools & Work Area-2 | Identify and maintain the hand tools in correct way  
Identify and maintain the power tools in correct way  
Understand how to keep workshop clean and organized  
Store tools and machines in proper way  
Explain the ways to reduce the waste at workplace  
Dispose waste in proper way | FFS/N8501  
PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6 | PPT, Lecture and Discussion  
Activity 1: Field Visit | Small writing pads, pens, Participant Handbook | P-2hr |
| 26 | Tools, Equipments and workplace | Safety and Maintenance of Tools & Work Area-3 | • Identify and maintain the hand tools in correct way  
• Identify and maintain the power tools in correct way  
• Understand how to keep workshop clean and organized  
• Store tools and machines in proper way  
• Explain the ways to reduce the waste at workplace  
• Dispose waste in proper way | FFS/N8501 PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6 | PPT, Lecture and Discussion Activities  
Activity 1: Field Visit | Small writing pads, pens, Participant Handbook | P-2hr |
<table>
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<th>27</th>
<th>Tools, Equipments and workplace</th>
<th>Safety and Maintenance of Tools &amp; Work Area-4</th>
<th>FFS/N8501 PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6</th>
<th>PPT, Lecture and Discussion</th>
<th>Small writing pads, pens, Participant Handbook</th>
<th>T-1hr</th>
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<td></td>
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<td>• Identify and maintain the hand tools in correct way</td>
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<td>• Identify and maintain the power tools in correct way</td>
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<td>• Explain the ways to reduce the waste at workplace</td>
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<td>• Dispose waste in proper way</td>
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</table>


| 28 | Tools, Equipments and workplace | Safety and Maintenance of Tools & Work Area-5 | • Identify and maintain the hand tools in correct way  
• Identify and maintain the power tools in correct way  
• Understand how to keep workshop clean and organized  
• Store tools and machines in proper way  
• Explain the ways to reduce the waste at workplace  
• Dispose waste in proper way | FFS/N8501 PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6 | PPT, Lecture and Discussion | P-2hr | Small writing pads, pens, Participant Handbook |
| 29 | Tools, Equipments and workplace | Safety and Maintenance of Tools & Work Area-6 | • Identify and maintain the hand tools in correct way  
• Identify and maintain the power tools in correct way  
• Understand how to keep workshop clean and organized  
• Store tools and machines in proper way  
• Explain the ways to reduce the waste at workplace  
• Dispose waste in proper way | FFS/N8501  
PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, KA-4, KA-5, KA-6, KA-7, KB-3, KB-4, KB-5, KB-6 | PPT, Lecture and Discussion  
Activities  
Activity 1: Group Discussion | Small writing pads, pens, Participant Handbook | P-2hr |
| 30 | Maintain Health, Safety and Security at Workplace | PPE – Personal Protective Equipment | • Understand the different types of personal protective equipment  
• Select appropriate Personal protective equipment  
• Use personal protective equipment in correct and safe manner  
• Maintain personal protective equipment correctly | FFS/ N8601 PC-1, PC-2, PC-11, KB-8 | PPT, Lecture and Discussion Activities  
Activity 1: Chart Making  
Activity 2: Self Study | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale and eraser | T-1hr  P-1hr |
| 31 | Maintain Health, Safety and Security at Workplace | Identify and Deal with Workplace Hazards-1 | • Identify potential hazards and risks at workplace  
• Deal with potential hazards and risks | FFS/ N8601 PC-3, PC-6, PC-7, PC-8, PC-9, PC-10, PC-12, KA-4, KA-6, KB-1, KB-2, KB-3, KB-5, KB-6, KB-7 | PPT, Lecture and Discussion Activities  
Activity 1: Presentation  
Activity 2: Presentation | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector, dummies, first aid box | T-1hr  P-1hr |
| 32 | Maintain Health, Safety and Security at Workplace | Identify and Deal with Workplace Hazards-2 | • Take preventive measures to minimize the potential hazards and risks  
• Deal with minor injuries by giving first-aid  
• Report a potential hazard or accident | FFS/N8601 PC-3, PC-6, PC-7, PC-8, PC-9, PC-10, PC-12, KA-4, KA-6, KB-1, KB-2, KB-3, KB-5, KB-6, KB-7 | PPT, Lecture and Discussion  
Activity 1: Extinguishing Fire  
Activity 2: Filling Form | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector, dummies, first aid box | T-1hr P-1hr |

| 33 | Maintain Health, Safety and Security at Workplace | Personal Health and Hygiene | • Understand the importance of maintaining personal health and hygiene  
• Maintain a clean and hygienic personal appearance and health  
• Keep yourself away from diseases and illness by practicing healthy habits | FFS/N8601 KB-1 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad | T-2hr |
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<tr>
<th>Sl. No</th>
<th>Basics of Modular Furniture</th>
<th>Modular Furniture-1</th>
<th>Modules</th>
<th>FFS/N5702 KB-6</th>
<th>PPT, Lecture and Discussion</th>
<th>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.</th>
<th>Training Duration</th>
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</thead>
<tbody>
<tr>
<td>34</td>
<td>Basics of Modular Furniture</td>
<td>Modular Furniture-2</td>
<td>• Understand about modular furniture and its benefits</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.</td>
<td>T-2hr</td>
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<td>35</td>
<td>Basics of Modular Furniture</td>
<td>Modular Furniture-3</td>
<td>• Understand about modular furniture and its benefits</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.</td>
<td>T-2hr</td>
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<tr>
<td>36</td>
<td>Basics of Modular Furniture</td>
<td>Modular Furniture-4</td>
<td>• Identify the various types of modular furniture</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector.</td>
<td>T-2hr</td>
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</tbody>
</table>
| Page | Basics of Modular Furniture | Modular Furniture-5 | Identify the various types of modular furniture  
• Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture | FFS/N5702 KB-6 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector. | T-2hr |
|------|-----------------------------|---------------------|-------------------------------------------------------------------------------------------------|-----------------|-------------------------------|---------------------------------------------------------------------------------|-----|
| 39   | Basics of Modular Furniture | Modular Furniture-6 | Identify the various types of modular furniture  
• Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture | FFS/N5702 KB-6 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector. | T-2hr |
| 40   | Basics of Modular Furniture | Modular Furniture-7 | Identify the various types of modular furniture  
• Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture | FFS/N5702 KB-6 | PPT, Lecture and Discussion  
Activities  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector. | P-2hr |
| 41   | Basics of Modular Furniture | Modular Furniture-8 | Identify the various types of modular furniture  
• Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture | FFS/N5702 KB-6 | PPT, Lecture and Discussion  
Activities  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector. | P-2hr |
| 42 | Basics of Modular Furniture | Modular Furniture-9 | • Identify the various types of modular furniture  
• Identify the various accessories and appliances used in modular kitchen, wardrobes and office furniture | FFS/N5702 KB-6 | PPT, Lecture and Discussion Activities  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, computer, projector. | P-2hr |
| 43 | Basics of Modular Furniture | Basic Mathematical Skills-1 | • Do calculations using different basic methods | FFS/N5702 | PPT, Lecture and Discussion  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | T-2hr |
| 44 | Basics of Modular Furniture | Basic Mathematical Skills-2 | • Do calculations using different basic methods | FFS/N5702 | PPT, Lecture and Discussion  
Activity 1: Solving Sums | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | P-2hr |
| 45 | Basics of Modular Furniture | Basic Mathematical Skills-3 | • Identify and draw different basic shapes | FFS/N5702 | PPT, Lecture and Discussion  
Activity 1: Solving Sums | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | T-2hr |
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<th>No.</th>
<th>Basics of Modular Furniture</th>
<th>Basic Mathematical Skills</th>
<th>Activity</th>
<th>FFS/N5702</th>
<th>Topics</th>
<th>Duration</th>
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<td>46</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-4</td>
<td>Identify and draw different basic shapes</td>
<td>PPT, Lecture and Discussion</td>
<td>Activity 1: Chart Making</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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<td>47</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-5</td>
<td>Calculate area and perimeter of different shapes</td>
<td>PPT, Lecture and Discussion</td>
<td>Activity 1: Calculating perimeter</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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<tr>
<td>48</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-6</td>
<td>Calculate area and perimeter of different shapes</td>
<td>PPT, Lecture and Discussion</td>
<td>Activity 1: Calculating circumference</td>
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<tr>
<td>49</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-7</td>
<td>Calculate area and perimeter of different shapes</td>
<td>PPT, Lecture and Discussion</td>
<td>Activity 1: Calculating area</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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<tr>
<td>50</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-8</td>
<td>Calculate area and perimeter of different shapes</td>
<td>PPT, Lecture and Discussion</td>
<td>Activity 1: Calculating area</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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<td>Page</td>
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<td>Activities</td>
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<tr>
<td>51</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-9</td>
<td>• Know about the angles</td>
<td>FFS/N5702, PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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<td>52</td>
<td>Basics of Modular Furniture</td>
<td>Basic Mathematical Skills-10</td>
<td>• Know about the angles</td>
<td>FFS/N5702, PPT, Lecture and Discussion, Activities</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
<td>T-1hr, P-1hr</td>
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<td>53</td>
<td>Basics of Modular Furniture</td>
<td>Measuring Systems-1</td>
<td>• Know about the need and purpose of measuring accurately • Know about the different systems of measurement • Read measuring tools by using both systems</td>
<td>FFS/N5702, PC-19, KB-1, KB-2, KB-3, KB-12, PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape</td>
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<tr>
<td>54</td>
<td>Basics of Modular Furniture</td>
<td>Measuring Systems-2</td>
<td>• Know about the need and purpose of measuring accurately • Know about the different systems of measurement • Read measuring tools by using both systems</td>
<td>FFS/N5702, PC-19, KB-1, KB-2, KB-3, KB-12, PPT, Lecture and Discussion, Activities</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape</td>
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<tr>
<td>55</td>
<td>Basics of Modular Furniture</td>
<td>Measuring Systems-3</td>
<td>• Know about the need and purpose of measuring accurately • Know about the different systems of measurement • Read measuring tools by using both systems</td>
<td>FFS/N5702, PC-19, KB-1, KB-2, KB-3, KB-12, PPT, Lecture and Discussion, Activities</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape</td>
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<td>Page</td>
<td>Basics of Modular Furniture</td>
<td>Measuring Systems</td>
<td>Convert the measurements from one system to other</td>
<td>FFS/N5702 PC-19, KB-1, KB-2, KB-3, KB-12</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape</td>
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<td>56</td>
<td>57</td>
<td>Basics of Modular Furniture</td>
<td>Measuring Systems-5</td>
<td>FFS/N5702 PC-19, KB-1, KB-2, KB-3, KB-12</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet, tape</td>
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<td>58</td>
<td>Basics of Modular Furniture</td>
<td>Technical Drawings-1</td>
<td>Learn about 2D/3D drawings and their purposes</td>
<td>FFS/N5702 PC-21, KB-12</td>
<td>PPT, Lecture and Discussion</td>
<td>Small writing pads, pens, Participant Handbook</td>
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<tr>
<td>59</td>
<td>Basics of Modular Furniture</td>
<td>Technical Drawings-2</td>
<td>Learn about 2D/3D drawings and their purposes</td>
<td>FFS/N5702 PC-21, KB-12</td>
<td>PPT, Lecture and Discussion</td>
<td>Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet.</td>
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</table>
|   | Basics of Modular Furniture | Technical Drawings-3 | • Learn about 2D/3D drawings and their purposes  
• Read and understand the 2D/3D drawings | FFS/ N5702 PC-21, KB-12 | PPT, Lecture and Discussion  
Activity 1: Chart Making | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | P-2hr |
|---|-----------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 61 | Basics of Modular Furniture | Woodworking Joints-1 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/ N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | T-2hr |
| 62 | Basics of Modular Furniture | Woodworking Joints-2 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/ N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | T-2hrs |
| 63 | Basics of Modular Furniture | Woodworking Joints-3 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/ N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | T-2hrs |
| 64 | Basics of Modular Furniture | Woodworking Joints-4 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/ N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion  
Activities  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | P-2hr |
| 65 | Basics of Modular Furniture | Woodworking Joints-5 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion Activities  
Activity 1: Field Visit | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | P-2hr |
| 66 | Basics of Modular Furniture | Woodworking Joints-6 | • Identify different types of woodworking joints  
• Understand how to make woodworking joints  
• Learn about the right joint for right application | FFS/N5702 KB-8, KB-12, KB-18, KB-19 | PPT, Lecture and Discussion Activities  
Activity 1: Group Discussion | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, worksheet. | P-2hr |
| 67 | Basics of Modular Furniture | Carry out Basic Woodworking Activities-1 | • Measure and mark on work piece correctly  
• Measure the room or wall accurately | FFS/N5702 KB-7, KB-12 | PPT, Lecture and Discussion  
Activity 1: Measuring wall | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | T-2hr |
| 68 | Basics of Modular Furniture | Carry out Basic Woodworking Activities-2 | • Measure and mark on work piece correctly  
• Measure the room or wall accurately | FFS/N5702 KB-7, KB-12 | PPT, Lecture and Discussion Activities  
Activity 1: Measuring wall | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | P-2hr |
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<tr>
<th>Activity</th>
<th>Basics of Modular Furniture</th>
<th>Carry out Basic Woodworking Activities</th>
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| 69       | Basics of Modular Furniture | Carry out Basic Woodworking Activities-3 | Operate basic tools required for assembly and installation  
Choose right screwdriver for right job  
Use screwdriver in safe and correct manner |
|          |                             |                                       | FFS/ N5702 KB-7, KB-12  
PPT, Lecture and Discussion |
|          |                             |                                       | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer |
| 70       | Basics of Modular Furniture | Carry out Basic Woodworking Activities-4 | Operate basic tools required for assembly and installation  
Choose right screwdriver for right job  
Use screwdriver in safe and correct manner |
|          |                             |                                       | FFS/ N5702 KB-7, KB-12  
PPT, Lecture and Discussion  
Activities  
Activity 1: Self Study |
|          |                             |                                       | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer |
| 71       | Basics of Modular Furniture | Carry out Basic Woodworking Activities-5 | Operate basic tools required for assembly and installation  
Choose right screwdriver for right job  
Use screwdriver in safe and correct manner |
|          |                             |                                       | FFS/ N5702 KB-7, KB-12  
PPT, Lecture and Discussion |
|          |                             |                                       | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer |
| 72       | Basics of Modular Furniture | Carry out Basic Woodworking Activities-6 | Operate basic tools required for assembly and installation  
Choose right screwdriver for right job  
Use screwdriver in safe and correct manner |
|          |                             |                                       | FFS/ N5702 KB-7, KB-12  
PPT, Lecture and Discussion  
Activities  
Activity 1: Skill Practical |
|          |                             |                                       | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer |

**Notes:**
- FFS/N5702 KB-7, KB-12
- PPT, Lecture and Discussion Activities
- Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screw driver, hammer
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<th>Basics of Modular Furniture</th>
<th>Carry out Basic Woodworking Activities</th>
<th>Activity Details</th>
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<th>Duration</th>
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| 73   | Fitter - Modular Furniture  | Carry out Basic Woodworking Activities-7 | • Operate basic tools required for assembly and installation  
     |                               |                                        |                  | PPT, Lecture and Discussion Activities  
     |                               |                                        |                  | Activity 1: Skill Practical  
     |                               |                                        |                  | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | P-2hr   |
| 74   | Fitter - Modular Furniture  | Carry out Basic Woodworking Activities-8 | • Choose right drill bit for right job and attach it to drill machine  
     |                               |                                        |                  | FFS/N5702 KB-7, KB-12  
     |                               |                                        |                  | PPT, Lecture and Discussion Activities  
     |                               |                                        |                  | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | T-2hr   |
| 75   | Fitter - Modular Furniture  | Carry out Basic Woodworking Activities-9 | • Choose right drill bit for right job and attach it to drill machine  
     |                               |                                        |                  | FFS/N5702 KB-7, KB-12  
     |                               |                                        |                  | PPT, Lecture and Discussion Activities  
     |                               |                                        |                  | Activity 1: Skill Practical  
     |                               |                                        |                  | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | T-1hr   |
| 76   | Fitter - Modular Furniture  | Carry out Basic Woodworking Activities-10 | • Choose right drill bit for right job and attach it to drill machine  
     |                               |                                        |                  | FFS/N5702 KB-7, KB-12  
     |                               |                                        |                  | PPT, Lecture and Discussion Activities  
     |                               |                                        |                  | Activity 1: Skill Practical  
     |                               |                                        |                  | Participant handbook, pen, small writing pad, chart, pencil, sketch pens, scale, eraser, drill machine, screwdriver, hammer | P-2hr   |
| 77 | Carry out Assembly and Installation of Modular Furniture | Pre & Post Assembly and Installation Activities-1 | • Perform assembly and installation of modular furniture in appropriate and safe manner | FFS/N5702 PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, PC-14, PC-15, PC-16, PC-17 | PPT, Lecture and Discussion | Participant handbook, pen, small writing pad | T-2hr |
| 78 | Carry out Assembly and Installation of Modular Furniture | Pre & Post Assembly and Installation Activities-2 | • Perform assembly and installation of modular furniture in appropriate and safe manner | FFS/N5702 PC-31, PV-32, PC-33, PC-34, PC-35, PC-36, PC-37, PC-38 | PPT, Lecture and Discussion Activities Activity 1: Self Study Activity 2: Self Study | Participant handbook, pen, small writing pad | P-2hr |
| 79 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-1 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion | Small writing pads, pens, participant handbook | T-2hr |
| 80 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-2 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion | Small writing pads, pens, participant handbook | T-2hr |
| 81 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-3 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702  
PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
| 82 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-4 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702  
PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
| 83  | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-5 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
| 84  | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-6 | • Join two perpendicular panels using cam lock fitting  
• Join two perpendicular panels using cross dowel and bolt | FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
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<th>Description</th>
<th>Materials</th>
<th>Duration</th>
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| 85   | Assembly | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-7 | Installation of Basic Knock-down Fittings-7 | Join two perpendicular panels using cam lock fitting  
Join two perpendicular panels using cross dowel and bolt | FFS/N5702  
PC-23,  
PC-24,  
PC-25,  
PC-26,  
PC-27,  
PC-39,  
PC-42,  
PC-45,  
KB-5,  
KB-10,  
KB-12 | PPT, Lecture and Discussion Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
| 86   | Assembly | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-8 | Installation of Basic Knock-down Fittings-8 | Join two perpendicular panels using cam lock fitting  
Join two perpendicular panels using cross dowel and bolt | FFS/N5702  
PC-23,  
PC-24,  
PC-25,  
PC-26,  
PC-27,  
PC-39,  
PC-42,  
PC-45,  
KB-5,  
KB-10,  
KB-12 | PPT, Lecture and Discussion Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
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<th>Installation of Basic Knock-down Fittings-9</th>
<th>Installation of Basic Knock-down Fittings-10</th>
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<tr>
<td>- Join two perpendicular panels using cam lock fitting</td>
<td>- Join two perpendicular panels using cam lock fitting</td>
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<tr>
<td>- Join two perpendicular panels using cross dowel and bolt</td>
<td>- Join two perpendicular panels using cross dowel and bolt</td>
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<td>PPT, Lecture and Discussion Activities Activity 1: Installation of cam lock and cross dowel fitting</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of cam lock and cross dowel fitting</td>
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<tr>
<td>Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt</td>
<td>Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt</td>
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<td>P-2hr</td>
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</tbody>
</table>
|  | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-11 | Join two perpendicular panels using cam lock fitting  
Join two perpendicular panels using cross dowel and bolt | FFS/ N5702  
PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
|---|---|---|---|---|---|---|---|
| 90 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-12 | Join two perpendicular panels using cam lock fitting  
Join two perpendicular panels using cross dowel and bolt | FFS/ N5702  
PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of cam lock and cross dowel fitting | Small writing pads, pens, participant handbook, screwdriver, drill machine and bits, cross dowel and bolt, cam nut and bolt | P-2hr |
<table>
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<tr>
<th>Activity</th>
<th>Task Description</th>
<th>Materials</th>
<th>Training Method</th>
<th>Time</th>
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<tr>
<td>91</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-1</td>
<td>• Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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<tr>
<td>92</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-2</td>
<td>• Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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<tr>
<td>93</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-3</td>
<td>Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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<td>94</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-4</td>
<td>Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-5</td>
<td>Installation of Basic Knock-down Fittings-6</td>
<td>Activities</td>
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<td>95</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-5</td>
<td>Installation of Basic Knock-down Fittings-6</td>
<td>Activities</td>
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<td>96</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-5</td>
<td>Installation of Basic Knock-down Fittings-6</td>
<td>Activities</td>
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</table>

- Install shutter or door to cabinet/wardrobe using European hinge
- Install shutter or door to cabinet/wardrobe using European hinge
- PPT, Lecture and Discussion Activities Activity 1: Installing and adjusting concealed hinges
- Small writing pads, pens, participant handbook, try square/comparison square, pencil, screwdriver, drill machine, 35mm hinge boring bit & brad point bit, concealed hinges and screws, PPE – Safety glasses
- P-2hr
<table>
<thead>
<tr>
<th>Page</th>
<th>Activity</th>
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<tr>
<td>97</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-7</td>
<td>Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installing and adjusting concealed hinges</td>
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</table>

<p>| 98   | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-8 | Install shutter or door to cabinet/wardrobe using European hinge | FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities Activity 1: Installing and adjusting concealed hinges | Small writing pads, pens, participant handbook, try square/combinations square, pencil, screwdriver, drill machine, 35mm hinge boring bit &amp; brad point bit, concealed hinges and screws, PPE – Safety glasses | P-2hr |</p>
<table>
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<th>Page</th>
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<tr>
<td>99</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-9</td>
<td>• Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installing and adjusting concealed hinges Small writing pads, pens, participant handbook, try square/combination square, pencil, screwdriver, drill machine, 35mm hinge boring bit &amp; brad point bit, concealed hinges and screws, PPE – Safety glasses</td>
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<td>100</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-10</td>
<td>• Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installing and adjusting concealed hinges Small writing pads, pens, participant handbook, try square/combination square, pencil, screwdriver, drill machine, 35mm hinge boring bit &amp; brad point bit, concealed hinges and screws, PPE – Safety glasses</td>
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<td>101</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-11</td>
<td>• Install shutter or door to cabinet/wardrobe using European hinge</td>
<td>PPT, Lecture and Discussion Activity 1: Installing and adjusting concealed hinges</td>
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<td>102</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-1</td>
<td>• Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>PPT, Lecture and Discussion</td>
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<td>103</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-2</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides</td>
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<td>104</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-3</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides</td>
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</table>
| 105  | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-4  
- Attach drawer to cabinet using ball bearing slides and roller slides | FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of roller slides | Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses | P-2hr |
| 106  | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-5  
- Attach drawer to cabinet using ball bearing slides and roller slides | FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion  
Activities  
Activity 1: Installation of roller slides | Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses | P-2hr |
<table>
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<tr>
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<th>Activity Title</th>
<th>Sub-Activities</th>
<th>Materials and Equipment</th>
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<td>107</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-6</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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</table>

<p>| 108 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-7 | Attach drawer to cabinet using ball bearing slides and roller slides | FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides | Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses | P-2hr |
| 109 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-8 | • Attach drawer to cabinet using ball bearing slides and roller slides | FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides | Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses | P-2hr |
| 110 | Carry out Assembly and Installation of Modular Furniture | Installation of Basic Knock-down Fittings-9 | • Attach drawer to cabinet using ball bearing slides and roller slides | FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12 | PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides | Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses | P-2hr |</p>
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<th>Activity No</th>
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<td>111</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-10</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides</td>
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<td>Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses</td>
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<td>112</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-11</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of roller slides</td>
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<td>Small writing pads, pens, participant handbook, measuring tape, pencil, try square or spirit level, screwdriver, a set of roller slides and screws, PPE – Safety glasses</td>
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<tr>
<td>113</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-1</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion</td>
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<td>114</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-2</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-3</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>115</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-4</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>Activity</td>
<td>Task Description</td>
<td>Materials</td>
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<td>117</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-5</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702, PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>118</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-6</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702, PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>119</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-7</td>
<td>• Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>120</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-8</td>
<td>• Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
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<td>121</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-9</td>
<td>• Attach drawer to cabinet using ball bearing slides and roller slides</td>
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<td>122</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-10</td>
<td>• Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/ N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>123</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Installation of Basic Knock-down Fittings-11</td>
<td>Attach drawer to cabinet using ball bearing slides and roller slides</td>
<td>FFS/N5702 PC-23, PC-24, PC-25, PC-26, PC-27, PC-39, PC-42, PC-45, KB-5, KB-10, KB-12</td>
<td>PPT, Lecture and Discussion Activities Activity 1: Installation of side-mounted ball drawer slides</td>
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<td>124</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-1</td>
<td>Assemble drawer box using knock-down fittings</td>
<td>FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion</td>
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<td>125</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-2</td>
<td>Assemble drawer box using knock-down fittings</td>
<td>FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion</td>
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<td>126</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-3</td>
<td>• Assemble drawer box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assembling drawer box</td>
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<td>127</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-4</td>
<td>• Assemble drawer box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assembling drawer box</td>
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<td>128</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-5</td>
<td>• Assemble drawer box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assembling drawer box</td>
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<td>129</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-6</td>
<td>• Assemble drawer box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assembling drawer box</td>
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<td>130</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-7</td>
<td>• Assemble drawer box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assembling drawer box</td>
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<tr>
<td>131</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-1</td>
<td>• Assemble cabinet box using knock-down fittings</td>
<td>FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion</td>
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<td>132</td>
<td>Carry out Assembly and Installation of Modular Furniture</td>
<td>Assembly of Basic Structures-2</td>
<td>• Assemble cabinet box using knock-down fittings</td>
<td>FFS/NS702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12</td>
<td>PPT, Lecture and Discussion Activity 1: Field Visit-assemblying cabinet box</td>
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</table>

| 133 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-3 | • Assemble cabinet box using knock-down fittings | FFS/NS702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion Activity 1: Field Visit-assemblying cabinet box | Small writing pads, pens, participant handbook, tape measure, screwdriver, hammer, a pair of scissors/Utility knife, PVA wood adhesive, parts of drawer box, fittings provided with product | P-2hr |
| 134 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-4 | • Assemble cabinet box using knock-down fittings  
• Assemble aluminium profile glass shutter and mount onto the cabinet | Cx | PPT, Lecture and Discussion  
Activity 1: Field Visit-assembling cabinet box | Small writing pads, pens, participant handbook, tape measure, screwdriver, hammer, a pair of scissors/Utility knife, PVA wood adhesive, parts of drawer box, fittings provided with product | P-1hr T-1hr |
| 135 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-1 | • Assemble cabinet box using knock-down fittings  
• Assemble aluminium profile glass shutter and mount onto the cabinet | FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion  
Activity 1: Field Visit-assembling aluminium profile glass shutter | Small writing pads, pens, participant handbook, tape measure, screwdriver, hacksaw, jig to cut profile at 450, aluminium profile & glass, fittings provided with profile | T-1hr P-1hr |
| 136  | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-2 | • Assemble cabinet box using knock-down fittings  
• Assemble aluminium profile glass shutter and mount onto the cabinet | FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion  
Activity 1: Field Visit-assembling aluminium profile glass shutter | Small writing pads, pens, participant handbook, tape measure, screwdriver, hacksaw, jig to cut profile at 450, aluminium profile & glass, fittings provided with profile | P-2hr |
| 137  | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-3 | • Assemble cabinet box using knock-down fittings  
• Assemble aluminium profile glass shutter and mount onto the cabinet | FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion  
Activity 1: Field Visit-assembling aluminium profile glass shutter | Small writing pads, pens, participant handbook, tape measure, screwdriver, hacksaw, jig to cut profile at 450, aluminium profile & glass, fittings provided with profile | P-2hr |
| 138  | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-1 | • Paste the iron-on PVC tape on raw edges of sheet panel | FFS/ N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion | Small writing pads, pens, Participant Handbook | T-2hr |
| 139 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-2 | • Paste the iron-on PVC tape on raw edges of sheet panel | FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion Activity 1: Field Visit-Pasting PVC edge band manually | Small writing pads, pens, participant handbook, tape measure, utility knife, edge banding trimmer/end trimmer/, chisel & Mallet, wooden block, workbench, PVC edge band roll to be matched with shutter finish, clothes iron | P-2hr |
| 140 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-3 | • Paste the iron-on PVC tape on raw edges of sheet panel | FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion Activity 1: Field Visit-Pasting PVC edge band manually | Small writing pads, pens, participant handbook, tape measure, utility knife, edge banding trimmer/end trimmer/, chisel & Mallet, wooden block, workbench, PVC edge band roll to be matched with shutter finish, clothes iron | P-2hr |
| 141 | Carry out Assembly and Installation of Modular Furniture | Assembly of Basic Structures-4 | Paste the iron-on PVC tape on raw edges of sheet panel | FFS/N5702 PC-29, PC-30, PC-40, PC-46, KB-5, KB-12 | PPT, Lecture and Discussion Activity 1: Field Visit-Pasting PVC edge band manually | Small writing pads, pens, participant handbook, tape measure, utility knife, edge banding trimmer/end trimmer/, chisel & Mallet, wooden block, workbench, PVC edge band roll to be matched with shutter finish, clothes iron | P-2hr |
| 142 | Carry out Work Effectively at Workplace | Workplace Policies and Procedures | Know and understand organizational policies and procedures | FFS/N8701 PC-1, PC-2, PC-3, PC-4, KA-1, KA-2, KB-5, KB-6 | PPT, Lecture and Discussion | Small writing pads, pens and participant handbook, chart paper, pen, colour pencils, eraser, scale. | T-2hr |
| 143 | Carry out Work Effectively at Workplace | Communication Skills-1 | • Know and understand the communication skills  
• Understand the need and purpose of effective communication at workplace  
• Know about different methods of communication  
• Communicate effectively at your workplace | FFS/N8701 KA-4, KB-1 | PPT, Lecture and Discussion  
Activity 1: Self Study | Small writing pads, pens, chart paper, pencil, sketch pens, scale, eraser, participant handbook | T-2hr |
| 144 | Carry out Work Effectively at Workplace | Communication Skills-2 | • Know and understand the communication skills  
• Understand the need and purpose of effective communication at workplace  
• Know about different methods of communication  
• Communicate effectively at your workplace | FFS/N8701 KA-4, KB-1 | PPT, Lecture and Discussion  
Activity 1: Self Study | Small writing pads, pens, chart paper, pencil, sketch pens, scale, eraser, participant handbook | T-2hr |
<table>
<thead>
<tr>
<th>145</th>
<th>Carry out Work Effectively at Workplace</th>
<th>Work Effectively with Others at Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand the importance of working in a team</td>
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<td></td>
<td>Plan and manage the work and time</td>
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<td>Complete the given job in time</td>
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<td></td>
<td>Understand the importance of other professional skills, such as solving the problem, taking right decisions</td>
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<td></td>
<td>FFS/NB701 PC-5, PC-6, PC-7, PC-8, PC-9, PC-10, PC-11, PC-12, PC-13, KA-3, KB-2, KB-3, KB-4</td>
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<tr>
<td></td>
<td>PPT, Lecture and Discussion</td>
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<td></td>
<td>Small writing pads, pens, Participant Handbook</td>
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<td>T-2hr</td>
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<table>
<thead>
<tr>
<th>146</th>
<th>Employability and Entrepreneurial skills</th>
<th>Personal strengths &amp; value systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PPT, Lecture and Discussion</td>
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<tr>
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<td></td>
<td>Activities</td>
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<tr>
<td></td>
<td></td>
<td>Activity 1: Chart Making</td>
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<td>Activity 2: Chart Making</td>
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<td></td>
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<td>Activity 3: Analyse yourself</td>
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<td>Activity 4: Quiz</td>
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<td>Activity 5: Time Waster</td>
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<td>Activity 6: Field Visit</td>
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<td></td>
<td>Small writing pads, pens, chart, pencil, sketch pens, scale, eraser, participant handbook</td>
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<td>T-1hr P-1hr</td>
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<tr>
<td>No.</td>
<td>Employability and Entrepreneurship skills</td>
<td>Digital Literacy: A Recap</td>
</tr>
<tr>
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<tr>
<td>148</td>
<td>Employbility and Entreprensh -ip skills</td>
<td>Money matters</td>
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<tr>
<td></td>
<td></td>
<td>• Discuss the importance of saving money</td>
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<td></td>
<td>• Discuss the benefits of saving money</td>
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<td>• Discuss the main types of bank accounts</td>
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<td></td>
<td></td>
<td>• Describe the process of opening a bank account</td>
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<tr>
<td></td>
<td></td>
<td>• Differentiate between fixed and variable costs</td>
</tr>
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<td></td>
<td></td>
<td>• Describe the main types of investment options</td>
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<td></td>
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<td>• Describe the different types of insurance products</td>
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<td>• Describe the different types of taxes</td>
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<td></td>
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<td>• Discuss the uses of online banking</td>
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<td></td>
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<td>• Discuss the main types of electronic funds transfers</td>
</tr>
<tr>
<td>149</td>
<td>Employbility and Entreprensh -ip skills</td>
<td>Preparing for employment &amp; self employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss the steps to prepare for an interview</td>
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<td>• Discuss the steps to create an effective Resume</td>
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<td></td>
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<td>• Discuss the most frequently asked interview questions</td>
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<tr>
<td></td>
<td></td>
<td>• Discuss how to answer the most frequently asked interview questions</td>
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<tr>
<td></td>
<td></td>
<td>• Discuss basic workplace terminology</td>
</tr>
<tr>
<td>150</td>
<td>Employability and Entrepreneurship Skills</td>
<td>Understanding entrepreneurship</td>
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<tr>
<td>-----</td>
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<tr>
<td></td>
<td>• Discuss the concept of entrepreneurship</td>
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<td></td>
<td>• Discuss the importance of entrepreneurship</td>
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<td></td>
<td>• Describe the characteristics of an entrepreneur</td>
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<tr>
<td></td>
<td>• Describe the different types of enterprises</td>
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<tr>
<td></td>
<td>• List the qualities of an effective leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss the benefits of effective leadership</td>
<td></td>
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<tr>
<td></td>
<td>• List the traits of an effective team</td>
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<tr>
<td></td>
<td>• Discuss the importance of negotiation</td>
<td></td>
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<tr>
<td></td>
<td>• Discuss how to negotiate</td>
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<tr>
<td></td>
<td>• Discuss how to identify new business opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss how to identify business opportunities within your business</td>
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<tr>
<td></td>
<td>• Explain the meaning of entrepreneur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe the different types of entrepreneurs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• List the characteristics of entrepreneurs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recall entrepreneur success stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss the entrepreneurial process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FFS/ N5702</th>
<th>PPT, Lecture and Discussion Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA-6, SA-7</td>
<td>Activity 1: Field Visit</td>
</tr>
<tr>
<td>FFS/ N8501</td>
<td>Activity 2: Impromptu speech</td>
</tr>
<tr>
<td>SA-4, SA-5</td>
<td>Activity 3: Self Study</td>
</tr>
<tr>
<td>FFS/ N8601</td>
<td>Activity 4: Chart making</td>
</tr>
<tr>
<td>SA-4</td>
<td>Activity 5: Quiz</td>
</tr>
<tr>
<td>FFS/ N8701</td>
<td>Activity 6: Match the cards</td>
</tr>
<tr>
<td>SA-5, SA-6, SA-7, SA-8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small writing pads, pens, rope, pieces of paper, chart paper, colour pencils, eraser, scale, participant handbook</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>T-1hr P-1hr</th>
</tr>
</thead>
</table>
### Employability and Entrepreneurship skills

<table>
<thead>
<tr>
<th>Preparing to be an entrepreneur</th>
<th>PPT, Lecture and Discussion Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss how market research is carried out</td>
<td>Activity 1: Group Discussion</td>
</tr>
<tr>
<td>• Describe the 4 Ps of marketing</td>
<td>Activity 2: Quiz</td>
</tr>
<tr>
<td>• Discuss the importance of idea generation</td>
<td>Activity 2: Role Play</td>
</tr>
<tr>
<td>• Recall basic business terminology</td>
<td></td>
</tr>
<tr>
<td>• Discuss the need for CRM</td>
<td></td>
</tr>
<tr>
<td>• Discuss the benefits of CRM</td>
<td></td>
</tr>
<tr>
<td>• Discuss the need for networking</td>
<td></td>
</tr>
<tr>
<td>• Discuss the benefits of networking</td>
<td></td>
</tr>
<tr>
<td>• Discuss the importance of setting goals</td>
<td></td>
</tr>
<tr>
<td>• Differentiate between short-term, medium-term and long-term goals</td>
<td></td>
</tr>
<tr>
<td>• Discuss how to write a business plan</td>
<td></td>
</tr>
<tr>
<td>• Explain the financial planning process</td>
<td></td>
</tr>
<tr>
<td>• Discuss ways to manage your risk</td>
<td></td>
</tr>
<tr>
<td>• Describe the procedure and formalities for applying for bank finance</td>
<td></td>
</tr>
<tr>
<td>• Discuss how to manage your own enterprise</td>
<td></td>
</tr>
<tr>
<td>• List important questions</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 1:** Group Discussion

**Activity 2:** Quiz

**Activity 2:** Role Play

Small writing pads, pens, documents required for funding, participant handbook

T-1hr P-1hr
Annexure II
Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

<table>
<thead>
<tr>
<th>Assessment Criteria for Fitter - Modular Furniture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Role</td>
<td>Fitter - Modular Furniture</td>
</tr>
<tr>
<td>Qualification Pack</td>
<td>FFS/Q5702</td>
</tr>
<tr>
<td>Sector Skill Council</td>
<td>Furniture and Fittings</td>
</tr>
</tbody>
</table>

Sr. No. | Guidelines for Assessment
---|---
1 | Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2 | The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3 | Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4 | Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5 | To pass the Qualification Pack, every trainee should score a minimum of 50% aggregate
6 | 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

<table>
<thead>
<tr>
<th>Assessment outcome</th>
<th>Assessment criteria</th>
<th>Total Mark (400+100)</th>
<th>Out Of</th>
<th>Theory</th>
<th>Skills Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFS/N5702 Install different parts of the product</td>
<td>PC1. Undertake site measurement according to design for project level work</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC2. Conduct site measurement ahead of sales for product level work</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC3. Study the 2D /3D drawings of the modular furniture design to understand the specification</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC4. Check the 2D as well as 3D design of the product to get a better clarity, if required</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC5. Ensure that all the required materials, tools and equipment have reached on time</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC6.</td>
<td>Verify the required tools, equipment and fittings are as per the design and client requirement</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC7.</td>
<td>Verify the fittings to be used are as per the standards and the requirements of the worksite</td>
<td>2 0 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC8.</td>
<td>Report to the supervisor about fittings that do not conform to quality standards</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC9.</td>
<td>Ensure that the work area is clean and free from hazards</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC10.</td>
<td>Ensure that the floor guard or any other floor safety material is spread on the floor to prevent damage to the floor</td>
<td>2 1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC11.</td>
<td>Identify the products to be installed and organize the work as per supervisors’ instructions</td>
<td>2 0 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC12.</td>
<td>Identify appropriate parts, wooden planks and laminates to be used for the product/ units appropriate to the design</td>
<td>3 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC13.</td>
<td>Organize the tools and equipment used for installation</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC14.</td>
<td>Identify the appropriate power sockets to be used for different electrical equipment</td>
<td>2 0 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC15.</td>
<td>Check for safety and proper functioning of the power sockets</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC16.</td>
<td>Conduct a test run of all the electrical equipment before starting the actual workund</td>
<td>2 0 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC17.</td>
<td>Report to the supervisor in case of unsafe electrical equipment and power socket</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC18.</td>
<td>Identify the slots for placing each part of the product as per the design specification</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PC19.</td>
<td>Take measurement of the area and the corresponding fittings to be installed</td>
<td>3 1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC20.</td>
<td>Report to the supervisor in case of any errors in measurement</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC21.</td>
<td>Assemble the components as per the drawings / instructions of the supervisor</td>
<td>2 1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC22.</td>
<td>Fix different parts of the product if required, before installation</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC23.</td>
<td>Attach glass, mirrors, steel knobs, etc. if required as per the design and instructions of the supervisor</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC24.</td>
<td>Place the product/ parts and fittings at the specified location as per the design specification</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC25.</td>
<td>Position the fittings for the right fit within the required tolerances</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC26.</td>
<td>Use appropriate tools and equipment for positioning of fittings</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC27.</td>
<td>Use appropriate amount of pressure while hammering depending on the materials used</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC28.</td>
<td>Use appropriate amount of adhesives as per the instructions of the supervisor</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC29.</td>
<td>Check and confirm that doors, falls and drawers fit to within the specified tolerances for alignment and movement</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC30.</td>
<td>Rectify any faults in fittings which need to be dealt with, for the specified quality to be achieved</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC31.</td>
<td>Ensure all the tools and equipment are collected and placed accordingly post installation</td>
<td>2</td>
<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>PC32.</td>
<td>Ensure place is clean post installation activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC33.</td>
<td>Ensure installed product is free from dirt and scratches or any other damages</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC34.</td>
<td>Polish the surfaces of the products/unit if required as per the instructions of the supervisor</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>PC35.</td>
<td>Segregate materials into reusable and waste</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>PC36.</td>
<td>Dispose waste as per the standards set by the organization</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC37.</td>
<td>Complete documentation, if required, as per organizational protocol</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC38.</td>
<td>take customer feedback , if required, as per organizational protocol</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC39.</td>
<td>Ensure that surfaces where the fittings are to be attached, are in suitable condition</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC40.</td>
<td>Conduct a visual check on all the doors, falls and drawers against the specifications</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC41.</td>
<td>Conduct complete quality checks as per the specifications</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC42.</td>
<td>Rectify any faults in fittings which need to be dealt with, for the specified quality to be achieved</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC43.</td>
<td>Ensure installed product is free from dirt and scratches or any other damages</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC44. Mend / repair very minor damages if any, caused in transit to the customer location</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC45. Ensure proper functioning of the installed furniture</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC46. Ensure the product/unit has hassle free opening and closing</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC47. Pack product in plastic cover, if required, as per organizational protocol</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC48. Clean product post installation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>15</strong></td>
<td><strong>44</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| FFS/N8501 Maintain the work area, tools and machines | 16 |
| PC1. Handle materials, machinery, equipment and tools safely and correctly | 2 | 0 | 2 |
| PC2. Use correct handling procedures | 1 | 0 | 1 |
| PC3. Use materials to minimize waste | 1 | 1 | 0 |
| PC4. Prepare and organize work | 1 | 0 | 1 |
| PC5. Maintain a clean and hazard free working area | 1 | 0 | 1 |
| PC6. Deal with work interruptions | 1 | 0 | 1 |
| PC7. Move around the workplace with care | 1 | 0 | 1 |
| PC8. Maintain tools equipment and consumables | 1 | 0 | 1 |
| PC9. Report unsafe equipment and other dangerous occurrences | 1 | 1 | 0 |
| PC10. Work in a comfortable position with the correct posture | 1 | 1 | 0 |
| PC11. Use cleaning equipment and methods appropriate for the work to be carried out | 1 | 0 | 1 |
| PC12. Dispose of waste safely in the designated location | 1 | 1 | 0 |
| PC13. Store cleaning equipment safely after use | 1 | 0 | 1 |
| PC14. Ensure safe and correct handling of materials, equipment and tools | 1 | 0 | 1 |
| PC15. Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration | 1 | 0 | 1 |
| <strong>Total</strong> | <strong>16</strong> | <strong>4</strong> | <strong>12</strong> |</p>
<table>
<thead>
<tr>
<th>FFS/N8601</th>
<th>PC1. Follow health and safety related instructions applicable to the work location at all times</th>
<th>1</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC2. Carry out own activities in line with approved guidelines and procedures</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC3. Ensure the worksite is free from health and safety hazards</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC4. Follow manufacturers’ and other relevant instructions relating to safe use of equipment and materials</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC5. Safely handle and move waste and debris</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC6. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC7. Monitor the workplace and work processes for potential risks and threats</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC8. Identity and report any hazards and potential risks/threats to supervisors or other authorized personnel</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC9. Undertake first aid like fracture, cuts, bleeding, fire and electrocution, if asked to do so</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC10. Take appropriate action in case of a fire emergency</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC11. Use safety equipment and personal protection equipment such as gloves, goggles, mask and shoes correctly</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>PC12. Take action based on instructions in the event of fire, emergencies or accidents</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FFS/N8701</th>
<th>PC1. Ensure all the required resources before beginning work</th>
<th>1</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC2. Whenever necessary work with others to achieve set work objectives</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC3. Keep work area in a tidy and organized state</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PC4. Complete allocated tasks within the desired time frame and quality Standards</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC5. Display courteous behavior at all times</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PC6. Respond politely to customer queries</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC7. Seek assistance as and when required from appropriate authority at the workplace in an appropriate manner</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC8. Ask questions and seek clarifications on work tasks whenever required</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC9. Follow dress code as applicable at the work location</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC10. Carry out work functions in accordance with the norms of the organization and work place</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC11. Follow organizational policies and procedures</td>
<td>1 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC12. Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC13. Identify and report any possible deviations to appropriate authority</td>
<td>1 0 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13 5 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Do

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 30 marks are allotted for Theory and & 70 for Skills Practical.
Notes