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APPAREL MADE-UPS HOME FURNISHING SECTOR SKILL COUNCIL

Facilitator Guide

In-Line Checker

Sector
Apparel / Made-Up's / Home Furnishing

Sub-Sector
Apparel / Made-Up's / Home Furnishing

Occupation
Quality Assurance

Reference ID: AMH/Q0102, Version 1.0
NSQF Level: 3

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

Shri Narendra Modi
Prime Minister of India

Acknowledgement

About this Guide

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

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

- Carry out in-line checking activities

- Maintain work area and tools

- Maintain health, safety and security at workplace

- Comply with industry, regulatory and organizational requirements

The symbols used in this book are described below.

Symbols Used

Steps	Time	Tips	Notes	Objectives	Do
Ask	Explain	Elaborate	Field Visit	Practical	Lab
Demonstrate	Exercise	Team Activity	Facilitation Notes	Learning Outcomes	Say
Resources	Activity	Summary	Role Play	Example	

Table of Content

Table of Content

1. Introduction and Orientation

Unit 1.1 - Introduction to In-Line Checking and Apparel Sector

Unit 1.2 - Role and Responsibilities of In-Line Checker

Key Learning Outcomes 💡

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

1. Familiarize with Apparel Industry

2. Identify and understand the roles and responsibilities of an In-Line Checker

UNIT 1.1: Introduction to In-Line Checking and Apparel Sector

Unit Objectives ◎

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

1. Familiarize with In-Line Checking

2. Familiarize with Apparel Industry

Resources to be Used ⚙

• Available objects such as black or white Board, chalk pieces or white board marker pens, duster

• PC with LCD Projector or Flip Chart

• Copies of handouts, Participants Handbook

Do ✓

• Introduce the students to the world of In-Line checking

• Explain the past, present and future of the apparel industry to the students

• Give an estimation of the actual and projected size of the Indian Textile Industry

• Explain the potential employment scenario in the sector.

Say 💬

• Thank the students for their participation.

• Ask them if they have any doubts

• Explain them the available scope in front of them.

Elaborate

- Discuss with participants about Inline Inspection as it means examining the quality of the product in the course, instead of checking at the end of the process when product is completely made. Inline assessment in a garment factory means checking of semistitched or partially stitched apparels while pieces are still inside the line and all sewing operations are not yet stitched.

- Tell them that Inline inspection is also called roving quality checking or roaming quality checking. Inline checking is executed for 100% of garments or certain percentage of total stitched pieces. Various format of inline checking is used in the garment stitching.

Indian Textile and Clothing (Apparel) industry

- Explain to the participants that Indian Textile and Clothing (Apparel) industry is the second largest manufacturer in the world. The Indian textiles and clothing sector is expected to grow at 10.01 percent in the next 10 years from the current value of INR3.92 lakh crores in 2012–13 to INR10.54 lakh crores in 2021–22. Additionally, the T&A (textile and apparel) trade is expected to grow to an approximate value of USD 1 trillion by 2020. Several factors that would contribute to the growth would include:

  » Rising income levels are expected to increase the demand for home textiles and garments from domestic consumers is expected to increase.

  » Free trade agreements provide India a comparative advantage in the export segment as compared to its competitors – China, Bangladesh and Pakistan – as they create opportunities for manufacturers to supply to potential markets in East Asia.

  » Low production cost continues to be an advantage for the sector and, consequently, demand from existing foreign markets continues to increase.

  » Structural changes in the sector, with a shift from vertically disintegrated to integrated large firms, with automated machines for yarn and fabric production.

  » Increased spending on research and development to enter the specialized fabrics and technical textiles sector.

  » Favourable policy environment to support domestic and foreign investments and the implementation of schemes to enhance the production capacity and improve technology.

Ready Made Garments

- Explain the types and categories of readymade garments with participants:

  » Men's wear is the biggest segment in the ready-made garment segment, comprising about 43 percent of its share in the total revenue generated.

  » Changing lifestyles and consumption patterns are expected to drive the sector's supply of causal wear with an 11 percent growth, which would drive demand for workforce with specialised skills in western formals design, blended fabrics and increased application work on clothes.

Actual and Projected size of Indian Textile Industry

- Discuss the global trade in textiles and apparel with participants as:

  In 2011 global trade in textiles and apparel was around US$ 705 billion. This was approximately 4% of the total global trade of all commodities estimated at ~ US$ 15 trillion. During the period 2000 to 2010 the textile and apparel trade has grown at a modest CAGR of 4.4% per annum. Further, the Global Textile and Apparel, or T&A, trade is expected to grow to USD 1 trillion by 2020.

Employment Scenario in the Sector

It also provides employment to approximately 35 million persons directly & approximately 55 million persons indirectly. India is among the very few countries which have presence across the entire supply chain, from natural and synthetic fibres right up to finished goods manufacturing. It has presence in organised mill sector as well as decentralised sectors like handloom, power loom, silk, etc.

Trainer's Note:

• These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Notes for Facilitation

• Ask participants about their expectations from this program.

• Tell participants to complete the questions at the end of the sub unit.

• Ask participants if they have any doubts. Encourage them to ask questions.

• Answer their queries satisfactorily.

UNIT 1.2: Role and Responsibilities of In-Line Checker

Unit Objectives

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

1. Identify and understand the roles and responsibilities of an In-Line Checker

Resources to be Used

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

Do

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

Say

- Tell the participants about the job description and the attributes of an In-Line Checker.

Elaborate

The key attributes of an in-line checker are:

- Good eyesight
- Hand-eye coordination
- Motor skills
- Vision (including near vision, distance vision, colour vision, peripheral vision, depth perception and ability to change focus)

Say

- Tell them about their roles and responsibilities as an In-Line Checker.

Elaborate

The key roles and responsibilities of an in-line checker:

- Understanding of various fabrics.
- Ensuring that all materials are according to the specification
- Understanding and carrying out various types of garment inspections
- Ensuring minimum wastage of raw material
- Reporting faults in jobs and tools to supervisor
- Understanding of various types of defects in fabric, cut pieces or trims
- Maintaining documentation for tasks allocated and tasks completed
- Understanding of safe working practices and procedures
- Understanding of Health and Safety policies of the work place
- Maintaining tools and equipment

Notes for Facilitation

- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

2. Carry Out In-Line Checking Activities

AMH/N 0105

Key Learning Outcomes

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

- Recognise and use different tools and equipment.
- Provide assistance in carrying out foundation inspection safely
- Maintain work flow rate to meet production targets
- Inspect the cut components visually
- Perform bundling and labelling of cut components
- Preserve quality while storing cut components in specified manner
- Inspect the garment parts visually for quality conformance
- Identify different types of faults like
- Handle garment parts appropriately
- Understand parts of garments
- Identify trims and accessories used in garments
- Know about various processes of visual inspection procedures
- Understand different types of material
- Understand quality process and its importance
- Identify problems and resolve problems, if possible
- Report problems to supervisor or concerned authority

UNIT 2.1: Tools and Equipment Required

Unit Objectives

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

1. Identify tools and equipment required in the job.

Resources to be Used

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

Do

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

Say

- Explain and demonstrate the sewing equipment to the students with the purpose for which each machine can be used Line Checker.

Demonstrate

- Scissors
- Rotary cutter
- Thread
- Measuring tape and/or a ruler
- Needles
- Fabric
- Pins
- Pincushion

- Iron and Ironing Board
- Seam ripper
- Pinking Shears
- CuttingTable
- Sewing Gauge
- Hem Gauge
- Yardstick/Meterstick
- Hip Curve
- L-square
- Tailor's Chalk
- Novelty Yarns
- Masking tape
- Hand Needle
- Punch Needle
- Pattern making paper
- Tracing paper
- Bent neck, metallic Tweezer
- Pick glass
- Needle threader
- Nonwoven Non-fusible Backing Paper
- Hand embroidery book
- Fabric Glue
- Surface ornamentation material (Beads, Sequins)
- Buttons
- Hooks
- Trims
- Lace
- Zipper
- Pant hooks
- Sewing Mannequin
- Greyscale
- Thimble

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Say 💬

- Tell the participants about sewing equipment also.

Demonstrate 📋

- Single needle lock stitch machine
- Double needle lock stitch Machine
- Embroidery Stitching machine
- Button Holing machine
- Button Attaching machine
- Bartacking Machine
- Zigzag Sewing machine

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Notes for Facilitation 📝

- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 2.2: Garments and its Parts

Unit Objectives 🎯

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

1. Understand different parts of garments.
2. Recognize types of fabrics and yarns.

Resources to be Used ⚙️

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

Do ✓

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

Say 💬

• Tell the participants about the different parts of various garments

Demonstrate 🖼️

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

Trainer's Note:

• These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Ask

- Ask participants to recognise the different parts of shirt, trouser and a simple poloneck T-shirt.

Say

- Tell the participants about the most commonly used fabrics and yarns.
- Ask them the most commonly used yarns in garments

Demonstrate

Most Commonly Used Fabrics in Garments

- Cotton
- Denim
- Chiffon
- Silk
- Wool

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Elaborate

Based on present apparel industry, garment manufacturing processes are categorized as:

Pre-Production Processes:

- Meeting with buyers
- Development of preliminary samples for the buyer
- Estimating complete cost of the garment (including manufacturing cost)
- Developing pattern, pattern correction and pattern grading
- Sample fitting, Sample making based on size and approval from buyer
- Revision and correction of fit samples according to buyer's comments
- Gaining approval for embroidery design, fabric swatches, print colors and beading
- Line planning, planning material and its usage and material planning

- Placing order for trims, fabrics, packing materials and accessories
- Quality testing of raw materials including fabrics
- Closely studying the approved sample
- Pre-production meeting

Production processes:

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

Post production processes

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

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Say

- Tell the participants about the different types and classes of seams.

Elaborate

Seam

Seam is a joint consisting of a sequence of stitches uniting two or more pieces of material(s) and is used for assembling parts in the production of sewn items.

Types of Seams

- Flat Seams
- Superimposed Seams
- French Seam

- Lap Felled Seam

- Bound Seams

- Decorative/Ornamental stitching

- Edge finishing/neatening

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Types of Stitches

A Stitch in one unit of conformation of thread resulting from repeatedly passing a strand or strands and/or loop or loops of thread into or through a material at uniformly spaced intervals to form a series of stitches. Stitch classification is based on structure of the stitch and method of formation.

Stitch properties:

- Stitch size has three dimensions: length, width, and depth.

- Stitch length is specified as the number of stitches per inch (spi) and can be an indicator of quality. High spi means short stitches; low spi means long stitches. Generally, the greater the spi, the more the holding power and seam strength.

- Stitch width refers to the horizontal span (bight) covered in the formation of one stitch or single line of stitching. Stitches that have width dimensions require multiple needles or lateral movement of thread carriers such as the needle bars, loopers or spreaders. Stitch depth is the distance between the upper and lower surface of the stitch. It is a factor for blind stitches.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Make the students recognize the various parts of a formal shirt

- Make the students recognize the various parts of a formal trouser

- Make the students recognize the various parts of a Polo Neck T-Shirt

- Make the students recognize the various parts of basic jeans

- Conduct visit of an apparel production unit and ask questions about things taught in this unit.

Notes for Facilitation 📝

- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 2.3: Common Defects in Garments

Unit Objectives

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

1. Understand defects
2. Understand types of defects
3. Identify different types of faults

Resources to be Used

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

Do

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

Say

- Tell the participants about various categories of defects.
- Discuss with them the classification of defects and the factors that should be considered before classifying them.
- Explain the different types of faults.
- Tell them about the various processes to recognise and rectify defects.

Elaborate

- Classification of defects
- Preproduction Defects
- Stitching Defects
- Fabric Defects
- Other Knitted Fabric Defects
- Accesory Defects
- Common Woven and Knit Fabric Defects
- Accessories Defect

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Say

- Tell the participants about a few common stitching defects encountered by in-line checkers and their causes.
- Tell them about the various processes to recognise and rectify defects.

Elaborate

Few common stitching defects encountered by in-line checkers and their causes are listed below:

Improper Stitching	• Incorrect threading
	• Bent needle head
Improper feeding	• Insufficient or too much pressure on pressure foot.
	• Stitch length too short.
Skip stitching	• Incorrect threading
	• Damaged needle
	• Larger needle hole
	• Improper thread tension- too tight /thread stretches when heated.

Process to Rectify Few Defects

Re-stitched Seams / Broken Stitches	• Using better quality sewing threads • Ensure proper machine maintenance
Open Seam – Seam Failure – Stitch	• Better quality threads • Proper size thread for application • Proper tension
Seam Slippage	• Change seam type if possible • Increase seam width • Optimize the stitches per inch.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

UNIT 2.4: Garments and Quality

Unit Objectives ⦿

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

- Inspect the cut components visually
- Perform bundling and labelling of cut components
- Preserve quality while storing cut components in specified manner
- Inspect the garment parts visually for quality conformance
- Handle garment parts appropriately
- Understand parts of garments
- Identify trims and accessories used in garments
- Know about various processes of visual inspection procedures
- Understand different types of material
- Understand quality process and its importance
- Identify problems and resolve problems, if possible
- Report problems to supervisor or concerned authority

Resources to be Used ⚙

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

Do ✓

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

Say

- Teach the students about the importance of quality in the garment industry
- Explain the hierarchy of the organizational structure in quality
- Explain the quality standards through practical demonstrations
- Demonstrate the inspection process to the students
- Ask the students to identify the defects in the garments
- Tell them about the garments inspection requirements
- Highlight the inspection process to the students
- Explain the identification of zone wise defects in shirts
- State about the zone wise defects list of bottom wear like trousers and skirts
- About the bundling techniques and the process of labelling out cut components.

Elaborate

Understanding Quality in Garment Industry

- Quality is of upmost importance in any aspect of business. Quality equals to customer stratification.
- In the garment industry quality control plays a major role right from the initial stage of procuring raw materials to the final finished garment.
- Quality is based on many aspects. The garment has to be as per order, free or defects and within the given budget and time frame.

Some common factors involved in garment quality are:

- Fabric Quality
- Quality of accessories
- Quality of cutting
- Quality of machines
- Quality of sewing
- Quality of washing
- Quality of finishing

Organisational Structure in Quality

The quality assurance department is responsible for establishment and maintenance of all activities and functions aiming at attaining the required quality.

Quality assurance manager

- Plays an important role and responsible for assuring that products meet certain standards in quality.
- Responsible for developing and testing and inspecting methods and.

- Monitor testing procedures and ensures all tests are performed as per procedures

- Ensures all safety standards are met and is responsible for the welfare of the people in the department.

Cutting checker

- Responsible for checking and inspecting cut parts.

- Responsible for reporting any fault or problem relating to spreading, cutting and bundling of cut parts.

Inline and Random inline checker

- Responsible for checking semi stitched garments

- Responsible for feeding back faults to the cutting department

- Responsible for generating reports relating to all inline inspection.

End of line checker

- Responsible for doing the final inspection on all the sewn garments.

- Responsible for generating final inspection reports

Demonstrate

Demonstrate the Quality Standards to the participants.

Maintaining quality standards as per the buyer's instructions is very important for every manufacturer. Repeat orders from the buyers will vastly depend on the quality standards set and maintained by the manufacturer.

People in the quality department have to follow specifications given in the Specification sheets, Trim cards and swatch cards to match the quality standards that the buyer expects from them.

- Swatch Cards

- Specification sheet

- Trim Cards

- Button Sizes

- Raw Material Inspection

- In Process Inspection

- Final Inspection

- Inspection Loop

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Ask

- Ask the participants to identify the defects.

Demonstrate

Based on the visibility of the defects there are three types of defect zones

- Garments Inspection
- Understanding Inspection process in the sewing floor
- Sewing floor inspection process involves
- In-Line Inspection
- Purpose of In-Line Inspection
- In-Line Inspection Report
- Bundling and Labelling of Cut Components
- Zone-wise Defect list of Shirt

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Inspect and rectify fabric defects
- Check bundling and labelling of cut components
- Check quality while storing cut components in specified matter
- Inspect the garment parts visually for quality conformance
- Identify trims and accessories used in garments

Notes for Facilitation

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

UNIT 2.5: Garment Sizes

Unit Objectives ⊚

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

- Understand various garment sizes
- Understand various garment terms used in Garment charts

Resources to be Used ⚙

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

Do ✓

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

Say 💬

- Demonstrate size chart of garments to students
- Explain terms used in size chart
- Tell the measurement of garment specifications

Demonstrate 🖼

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

Elaborate

- Womens sizing terms
- Mens Sizing terms
- FITS
- Measurement of Garment Specifications
- For a Shirt

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Notes for Facilitation

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

Activity

- In the industry visit, ask students to examine various garment sizes and question them on terms used there.

UNIT 2.6: Measurements

Unit Objectives ⊚

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

• Understand measurements

• Understand fractions

• Take measurement of basic garments

Resources to be Used ⚙

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

Do ✓

• Greet and welcome the participants to the next session of the program.

• Before starting the session ask them do they have any doubts pertaining to the previous unit.

• Capture their responses on board and share them wherever necessary.

• Tell them that they will learn about equipment readiness in this unit.

Say 💬

• Tell them about a measuring tape and explain the fractions available in a measuring tape.

• Demonstrate the method to use the conversion table

• Show them how to measure a shirt or any other basic garment

• Show the specific points of measurement

Elaborate ⊙

The main aspect of garment quality, which is actually measurable and quantifiable, is the measurement of various parts of the garment. This is because ultimately the measurements in the garment is for a good fit and better comfort which are the basic requirements in a garment.

• Measuring Tape

- Understanding Fractions

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Demonstrate

To use a conversion table, following steps are used

Step 1: Look down the left hand column to find the units you are converting FROM

Step 2: Then work across the table to your right to find the units that you are converting to X means multiply by the conversion factor. ÷ means divide by the conversion factor.

Example: Convert 3 inches to centimetre

Step 1: Write 3 in the4th row of 2nd column from left

Step 2: Multiply with the conversion factor i.e. 2.54 So, 3 inch = 3 X 2.54= 7.62 cm

Measuring a Shirt
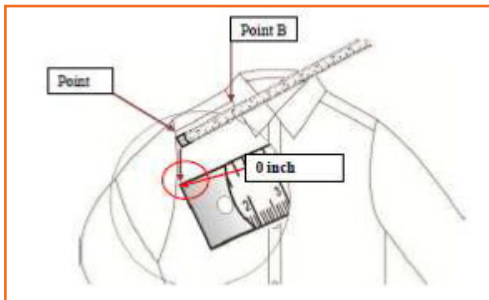
Step 1: Hold the front of the tape at the point you wish to start the measurement from, and extend it to the point where you want to stop
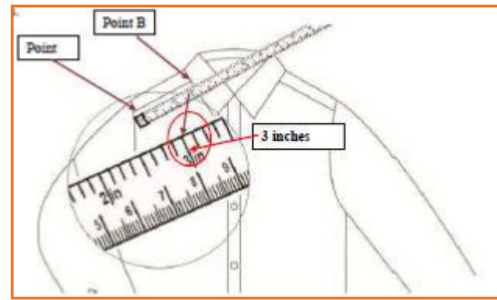
Step 2: Read the first large number before your stop point - this will tell you the number of inches.
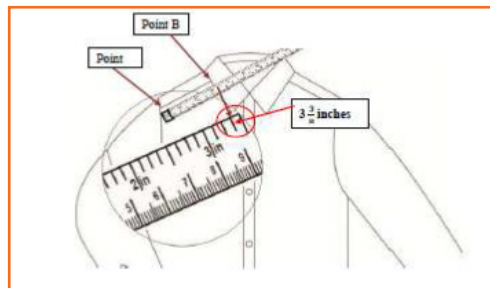
Step 3: Read the smaller lines of various size (remembering what the various sizes mean) up until your stop point. This will tell you your fraction of an inch.

So, the measurement here from point A to point B is 33/4 inches

Elaborate

- Measurement of a Basic Garment
- Specific Points of Measure: Shirt & T-shirt
- Specific Points of Measure: Bottoms

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Notes for Facilitation

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

UNIT 2.7: Inspection or Checking Procedure

Unit Objectives 🎯

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

- Identify inspection procedure
- Understand roving quality check
- Understand sampling plan

Resources to be Used ⚙️

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

Do ✓

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

Say 💬

- Show the students about the inspection procedure of any garment
- Explain them about roving, its purpose and the method of roving check
- Demonstrate about sampling and the associated plan

Elaborate

Inspection Procedure - In-Line

Inline checking is supposed to be done after every critical operation. Whereas the company can also determine the checkpoints. Few standard critical points are mentioned with their checking criteria:

Shirt

• Front

• Back

• Collar preparation

• Shoulder Join

• Sleeve

• Side Seam

• Cuff attaching

• Collar attach

• Hem

T-shirt Polo

• Front Placket

• Sleeve

• Slit

• Hem

Trouser

• Front

• Back

• Side Seam

• Waistband

Roving Quality Check

A quality checker is responsible for checking garments at workstations in a random fashion. He/she can choose any bundle and check pieces. The checker concentrates only qualitatively while carrying out his work. He/she is not provided with a workstation in line, hence, this checker has to carry out his job while standing and moving around workstations.

This means that a small "sample" (usually 10%) of the garment operations is inspected. The percentage of faults found from this inspection represents the percentage of defective/faulty work produced by the factory. Roving comes from the word —ROVE which means to move from place to place in changing directions.

Purpose of Roving

• Reduce the time spent on repairing work by the operator.

• Repairs only after the operator who made the fault and not operators after him/her.

• Reduces the number of fault that may be found at the end of the line thus repair time and the overall costs are minimized.

- Minimize time delays in delivery of goods to customers.

- Minimize "Bundle" waiting time at End-line Examining.

- Faster response time by supervisors and mechanics to problems which affect production.

- Provides information that may be used to measure and improve the quality of work produced in the factory.

- Provides information that can be used to compare with other factories (using similar systems)

Method of Roving Check

- The Roving Quality Controller moves in the line along with a document and picks up any 5 garments from each operator and inspects that operator's work and record the garments checked and faults found in the appropriate square in the document.

- If the number of faults found during the inspection is one, the Roving QC will inform the operator and sometimes make suggestions on what should be done to correct the fault.

- If the number of faults found is two or greater on any operation, then the Roving QC will inspect a further 5 garments that were completed by the worker previously. This must be done immediately. Should there be no faults on these then the checker brings this to the attention of the worker for correction.

- If more garments are found to be faulty, then this MUST be brought to the Line supervisor's attention. The supervisor is expected to provide a solution and sign the Roving Quality report to acknowledge that he/she is aware of the problem and is taking steps to correct this.

- Where all garments checked are faulty, then production should be stopped immediately and the Line supervisor and Quality supervisor should get involved to solve the crisis.

It is important that the Roving Checker carry out the checks on the operators in a random manner. This is to prevent a "routine" from developing in which the operators anticipate the arrival of the checker and are therefore more careful with their work immediately before the roving checker arrives and relax their awareness as soon the roving checker leaves. At the end of the day the total faults and total operations checked are calculated for each operator and for the entire section/line. These are converted into a percentage. The total percentage for the line represents the percentage of faulty work that passes through the line to the end-line checker. The Roving Control Report is supplied to the Line/Section Supervisor for authorization before being handed to Quality Control Supervisor. The final daily percentages form each line is accumulated onto a factory summary report and a percentage is calculated for the factory.

Sampling Plan

Planning the samples to inspect helps in determining how much should be inspected. A sample consists of one or more units of a product drawn from a lot or a batch. The number of units of a product in the sample is the sample size. The lot or batch size is the number of units of a product in a lot or batch. A sampling plan is required to solve the following fundamental questions:

- How much should be inspected?

- The entire shipment or lot?

- Only a part of it?

- If so, how big or small a part?

- How many pieces out of a shipment?

Types of Sampling Plans

- 100% Inspection

- Single-Sampling Plan

- Double-Sampling Plan

- Arbitrary Sampling

- Statistical Sampling

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

3. Maintain Work Area, Tools and Machines

3.1 - Maintain Work Area, Tools and Machines

Key Learning Outcomes

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

- Maintain Hazard Free Work Environment

- Maintain tools

- Understand and adopt safe work practices

- Minimize waste

- Know different Cleaning Substances

UNIT 3.1: Maintain Work Area, Tools and Machines

Unit Objectives ◎

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

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

Resources to be Used

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

Do ✓

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

Say 💬

• Say about the importance of maintain a hazard free working environment
• State the planning procedure of workplace maintenance
• Explain the method of maintaining tools and equipment
• Explain about the various cleaning products used in maintenance

Elaborate

Maintaining Hazard Free Work Environment

Effective housekeeping is key in preventing workplace hazards and help in the completion of a job in a safe and proper manner. Poor housekeeping is the chief cause of hazardous mishaps and injuries. Paper, clutter, debris, spills might sound like normal occurrences but can lead to more serious health and safety hazards if taken for granted.

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

Why should we pay attention to housekeeping at work?

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

What is the purpose of workplace housekeeping?

Poor housekeeping can be a cause of accidents, such as:

• Tripping over loose objects on floors, platforms and stairs

• Being hit by falling objects

• Slipping on greasy, dirt and wet

• Surfaces

• Striking against projecting, poorly stacked items or misplaced material

• Cutting, puncturing, or tearing the skin of hands or other parts of the body on projecting nails, wire or steel strapping

To avoid these hazards, a workplace must "maintain" order throughout a workday. Although this effort requires a great deal of management andplanning, the benefits are many. To avoid these workplace hazards, a workplace must seek to maintain order throughout a working day. While a lot of effort, planning and manpower goes into this, its benefits are multifold. It is important to maintain these habits on a daily basis.

What are some benefits of good housekeeping practices?

Effective housekeeping results in:

• Reduced handling to ease the flow of materials

• Fewer tripping and slipping accidents in clutter-free and spill-free work areas

• Decreased fire hazards

• Lower worker exposures to hazardous substances (e.g. dusts, vapours)

• Better control of tools and materials, including inventory and supplies

• More efficient equipment cleanup and maintenance

• Better hygienic conditions leading to improved health

• More effective use of space

• Reduced property damage by improving preventive maintenance

• Less janitorial work

- Improved morale
- Improved productivity (tools and materials will be easy to find)

How do I plan a good housekeeping program?

A housekeeping program is responsible for the smooth storage and movement of materials from their entry to exit. Minimal handling is an advantage of its material flow. This also ensures that work areas are not used as storage area and there is maximum utilization of space for official purposes. This can also include putting in a good disposal system and smaller units like dustbins in the workplace.

A good housekeeping schedule includes the following:

- Clean up before the shift
- Clean up during the shift
- Clean up after the shift

Purpose and Benefits of Maintaining Hazard-free Workplace

Poor housekeeping or ill-maintained workplace can result in accidents like:

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

To avoid these hazards, a workplace must "maintain" order throughout a workday. Although this effort requires a great deal of management and planning, the benefits are many

Few benefits of maintaining hazard-free work place are:

- Reduced handling to ease the flow of materials
- Fewer tripping and slipping accidents in clutter-free and spill-free work areas
- Decreased fire hazards
- Lower worker exposures to hazardous substances (e.g. broken needles, dusts, vapours)
- Better control of tools and materials, including inventory and supplies
- More efficient equipment clean-up and maintenance
- Better hygienic conditions leading to improved health
- More effective use of space
- Reduced property damage by improving preventive maintenance
- Improved morale
- Improved productivity (tools and materials will be easy to find)

Planning Workplace Maintenance

A good maintenance program plans and manages the orderly storage and movement of materials from point of entry to exit.

A good housekeeping program identifies and assigns responsibilities for the following:

- Clean up during the shift

- Day-to-day clean-up

- Waste disposal

- Removal of unused materials

- Inspection to ensure clean-up is complete

Maintaining Tools and Equipment

Maintenance of tools and equipment used in apparel manufacture like needles, threads, scissors, fabric etc. is part of the job responsibility of the In-Line checker. Even the best quality tools and equipment cannot last long if not properly taken care of. Few key points in tool and equipment maintenance are:

- Proper Storage

- Regular Maintenance

- Correct Usage

- Cleaning tools after use

Common Cleaning Products

Common types of cleaning products are detailed below:

- **Acidic:** Inorganic buildup like scaling is removed by acidic cleaning agents.

- **Alkaline:** Alkaline agents consist of strong bases sodium hydroxide, potassium hydroxide, bleach which has a pH of 12, ammonia which has a pH of 11.

- Alkaline cleaners can dissolve fats (including grease), oils , and protein -based substance

- **Neutral:** Neutral washing agents are pH-neutral and based on nonionic surfactants that disperse different types of dirt.

- **Degreaser:** Tougher strains of grease can be removed only by special agents made for this purpose.

Commonly used Cleaning Substances

Some commonly used cleaning substances are:

- Water, the most common cleaning agent, which is a very powerful polar solvent

- Soap or detergent

- Ammonia

- Calcium hypochlorite (powdered bleach)

- Citric acid

- Sodium hypochlorite (liquid bleach)

- Sodium hydroxide (lye/caustic soda)

- Acetic acid (vinegar)

- Various forms of alcohol - like isopropyl alcohol or rubbing alcohol

- Borax

- Sodium bicarbonate (baking soda)

- Tetrachloroethylene (dry cleaning)

- Carbon dioxide

- Chromic acid

- Trisodium phosphate

- Saltwater soap (a potassium based soap)

Trainer's Note:

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Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

4. Maintain Health, Safety and Security at Workplace

4.1 - Maintain Health, Safety and Security at Workplace

Key Learning Outcomes

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

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

UNIT 4.1: Maintain Health, Safety and Security at Workplace Unit

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

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

Do ✓

- Introduce the students to the health hazards that they might face in this employment over the long run.
- Explain the potential injuries and illnesses that apparel workers might face.
- Tell them about the environmental standards that should be taken care by them.
- Make them understand the value of daylight and positive health aspects.
- Explain the importance of essential facilities and their presence.
- Explain the importance of proper sanitation facilities.

Say 💬

- About the good effects of cost effective ventilation.
- About the requirements of light and air in the workplace.
- About the accidents that might take place in the process.
- About the mitigation of the accidents and the safety measures.
- About understanding the safety signals and symbols.

Elaborate ⚙

- Ergonomically-designed job ensures that an employee who is tall is given a comfortally enough space in or near his/her workspace so that the work efficiency is not hindered. Similarly, an employee who is shorter is able to reach all of his or her tools and products without upsetting comfort and safe assortment.
- The work-place related injuries often start as minor aches and pains but can develop into incapacitating injuries that affect everyday activities. Ergonomics aims at preventing injuries by monitoring the risk factors such as force, repetition, posture and vibration that can cause injuries to develop.

Some fundamental ergonomic principals that should be followed in our workplaces are:

- Proper tools
- Keep repetitive motions to a minimum
- Avoid awkward postures
- Use safe lifting procedures
- Get proper rest
- Other things to consider

Environmental Control Measures

- Hazardous substances in one form or another can be found in almost all small and medium-sized enterprises.
- The garments industry generates a lot of dust from fabrics being cut and sewn.
- There are simple and inexpensive ways to control most of the environmental problems. Improvements often result in cost savings, productivity benefits and increased safety of workers.

Clean Regularly and Properly - Don't Spread Dust

- Dust originates from fabrics and threads, from cutting and sewing to packing operations.
- It is very common to see small clothing enterprises with ceilings and walls full of dusty cobwebs.
- One low-cost cleaning method is sweeping the floor carefully with an appropriate broom and accompanying dust pan to prevent dust from spreading.
- Spraying water on the floor before sweeping will avoid dust remaining airborne.

Make Local Ventilation Cost-effective

- Local ventilation should only be considered as a means of reducing chemical hazards when other means have failed.
- There are cost-effective ways of improving ventilation.

Use proper fans

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

Good Lighting for Quality Products

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

- The environment of the working area
- The nature of the task
- The sharpness of the worker's eyesight

Make Full use of Daylight

- If there is too many machinery omitting heat, it isn't a great idea to allow the natural heat to come in and add up to the temperature.
- The higher the window, the more light is in.
- It is important to paint the walls in lighter shades which not just give a sense of space to a room, but the workstation would look illuminated.

Reporting an Accident and an Incident

Your responsibility requires you to be aware of potential hazards and correct reporting processes. If you notice a potentially hazardous situation, eg: a client expressing violent behavior, it is important that you report it immediately to management and fill out the appropriate forms as legally required of you.

If you are injured at work you must:

- Report the injury to management as soon as possible, and certainly within 24hours.
- Seek proper treatment for your injury.

Accidents

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

- Where to find first aid kits.
- Location of first aid rooms.
- Complete, up-to-date contact details of trained first aid officers in the workplace procedures for critical accidents – such as who should be responsible for calling.
- The ambulance/doctor/nurse and what is the best method of contact, measures for evacuation of the injured person/s.

- Emergency procedure for the elimination of life-threatening chemicals commonly used in the workplace.

- Universal precautions for the control of infection.

- Who to contact for debriefing/psychological support.

Mock Drills/ Evacuations

- Fire safety and evacuation plans sketch staff duties and accountabilities in time of emergency.

- Continuing training is required to help safeguard that the employees are conscious of those duties and responsibilities.

- Fire fighting trainings serve as an prospect for staff members to validate, under replicated fire conditions, that they can perform those duties and responsibilities safely and efficiently.

Low-cost Work-related Welfare Facilities and Benefits

- Work-related welfare conveniences and facilities are never given heed to.

- Who cares about toilets, first-aid kits, lunch rooms or lockers? What do they have to do with the hard authenticities of production? One answer is that workforces care.

- During each working day, workers need to drink water or some other beverage, eat meals and snacks, wash their hands, visit a lavatory, and rest to recover from fatigue.

Make Sure Essential Facilities Serve Their Purpose

Drinking water

- Drinking water is indispensable for all workers; if this is not provided, they become thirsty and gradually dehydrated.

- This greatly increases fatigue and lowers productivity, especially in a hot environment.

- Place water vessels near each group of workers, or provide taps or cascades with clean water in a central place.

Sanitary Facilities

- Like water facilities, sanitation facilities are also very important. The importance of proper sanitation facilities increases in the public context as improper facilities or unhygienic conditions can deteriorate the health of the employees by being breeding ground for several diseases.

- The toilet bowl must be free from stain or odour and function properly.

- The walls of the toilet must be clean and tiles unstained.

- The ceiling of the toilet must be free from cobwebs and dust.

- Floors must be clean and safe (no broken tiles, nor slippery surface).

- Proper illumination must be provided inside the toilet.

- Toilets must have a continuous supply of water; in case water is limited in the area, water should be stocked in containers and refilled regularly.

- Mirrors and rubbish bins should be provided in the washroom.

- Soap and toilet paper should be provided.

- The washroom should provide complete privacy to users and should be fully ventilated.

Be Ready for Emergencies

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

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

Safety Signs at Workplace

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

These signs include:

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

Signboards can be of the following four types:

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

Activity

In the industry visit, make sure that the students:

- Use and maintain personal protective equipment as per protocol.
- Maintain a healthy lifestyle and guard against dependency on intoxicants.
- Follow environment management system related procedures. » Identify and correct (if possible) malfunctions in machinery and equipment.
- Store materials and equipment in line with manufacturer's and organizational requirements.
- Minimize health and safety risks to self and others due to own actions.
- Monitor the workplace and work processes for potential risks and threats.
- Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
- Report hazards and potential risks/threats to supervisors or other authorized personnel.

- Participate in mock drills/ evacuation procedures organized at the workplace.

- Undertake first aid, fire-fighting and emergency response training, if asked to do so.

- Take action based on instructions in the event of fire.

Notes for Facilitation 📝

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

5. Comply with Industry and Organisational Requirements

5.1 - Comply with Industry and Organisational Requirements

Key Learning Outcomes 💡

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

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

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

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

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

• Identify and report any possible deviation to these requirements.

UNIT 5.1: Comply with Industry and Organisational Requirements

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

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

Do ✓

• Greet and welcome the participants to the next session of the program.

• Before starting the session ask them do they have any doubts pertaining to the previous unit.

• Capture their responses on board and share them wherever necessary.

• Tell them that they will learn about equipment readiness in this unit.

Say 💬

• The clear and crisp definition of compliance.

• Explain the significance of compliance in Indian Garment Industry.

• Enlighten them about the core labor standards of India.

• Explain the role played by AEPC in the Garment Industry in India.

• Talk about the social responsibility towards this end.

• Explain the importance of ethics.

• State the labour laws and tell them about their rights, compensations and duties.

• Health and safety compliance should be explained.

• State the codes of practices which are needed to be noted.

Elaborate

Defining Compliance for Your Organization

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

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

2. Conformity in fulfilling official requirements.

3. A disposition to yield to others.

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

Supervisory compliance for industries, world- wide falls under the second definition. There are many managers, general councils, and policy officers that would consent in agreement at any of the other definitions as well.

Let's discuss, what is compliance? Whether an organization is confronting an external regulatory compliance from a government agency, or seeks to comply with its own organizational mandates, policies or procedures, compliance in actuality means conforming to requirements and a proof that your organization has done so. This is usually attained by the scheming and development of managerial policies that will map out the projected code of conduct.

Significance of Compliance in Indian Garment Industry

Compliance is the standard for the product which ensures that it is aligned to its industry's qualitative demands. This also includes audits and inspections which are crucial to a proper and formal work environment. Compliance and its demand is rapidly growing in today's industrial scene since globalization of manufacturing standards has also created a demand for ethically created products. This standard of compliance is crucial because of the increase in export of garments from India.

Compliance Audit: Risk Management Programs, Process Safety Management and Process Security Management are all controlled and provided by audits and assessments. Compliance and its verification is carried out with audits that focus particularly on these policies and procedures. The design and implementation of these audits ensures this compliance. Additionally, all sorts of deficiencies can be addressed and solved through corrective action.

In India, compliance audit consists of a thorough examination of orders, regulations, rules and directions for dealing with prudence, legality, transparency and adequacy. It is the job of auditors to collect information by reviewing documents, visually observing the site and staff interviews. This data is cross checked with applicable regulations and permits to ensure how well the operation is when sieved through applicable and required legalities

There are three main phases of compliance audit in India:

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

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

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

Core Labour Standards

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

India Adopting Universal Standards on Child Labour

- To ensure that all standards are being complied with, the big international companies, mindful of their branding, often generate and follow their own compliance standards.
- Numerous U.S. companies have incorporated "child labour" in their code of conduct, due to tenacious signal of child exploitation in the industry.

Common Compliance Code

The Indian apparel export industry has been indisputable to implement zero tolerance on child labour and cleanse the supply chain.

AEPC-Disha

Apparel Export Promotion Council (AEPC), the peak body of Indian apparel exporters, has launched an agenda, named it "DISHA" (Driving Industry towards Sustainable Human Capital Advancement) with a primary objective to aid garment exporters comply with global standards referring to child labour.

Role of AEPC in Indian Garment Industry

AEPC- Disha Initiative

AEPC in its unceasing efforts to make India a preferred sourcing end point plans to undertake a series of activities to reinforce the compliance code volume in the Indian export garment industry.

Components of DISHA include:

1. Common Code of Conduct (CCC)
2. Factory Capacity Building & Training
3. Baseline & Impact Assessment
4. Disha Certification

The objectives of the programme are as follow:

1. To increase awareness among apparel manufacturers on social and environmental standards based on applicable Indian laws.
2. To improve competitiveness of apparel manufacturers.
3. To promote a management system oriented thinking and approach for engaging with social and environmental issues.
4. To promote a process-based certification system that enables measurement of progress towards adoption and maintenance of benchmark practices in the Disha Common Code of Conduct (Disha-CCC).

Indian Garment Industry and Social Responsibility

- The apparel industry of India, is one of the biggest segments among the various industries existing.
- It is also one of the oldest and an eminent industry in terms of output, investment and employment.
- A sector which has a global market share and has earned reputation for its permanence, worth and magnificence.

International Labour Standards

The improved density from international apparel buyers to comply with labour principles and rights in Indian garment factories has resulted into a vast number of labels and code of conduct.

Corporate Social Responsibility

- Corporate social responsibility (CSR) fundamentally connotes that the establishment should work in a principled way.

- It should work in the best interest of the parties associated with it.

- The notion of social accountability and responsibilities in Indian apparel sector is fastening acceptance.

Social Responsibility in the Garment Industry

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

- By creating and providing a challenging environment to the workforce.

- Creation and provision of fair book of policies for any kind of employee dispute, if any.

- Affirm a safe and positive working environment for the employees.

- Prohibit child labour and abolish any kind of child abuse.

Why Code of Ethics is Required

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

Working Hour & Wage Rate Compliance

- Garment workshops should ensure a confirmation that employees should get minimum wages as per the domestic law and according to their working hours spent by them in the industry.

- Employer should confirm an equal wages to both men and women employees who are performing the same work or work of a similar nature.

- Workforce employed for more than nine hours on any day or for more than 48 hours in any week, shall be qualified to wages at premium legal rates for such overtime work.

- Every employee must be entitled to one holiday in a week.

Workplace & Work Environment Compliance

- Businesses units should see that they are providing a proper clean, hygienic, well-ventilation, sufficient light and air to provide the workforce with standard work environment. A comfortable workstation with a clean and neat workplace is a mandate.

Non-discrimination Compliance

- Under federal and state laws, it is in contradiction of the law for proprietors to differentiate staffs and job applicants and/or harassment to occur with their organizations.

- It is also against the law to treat people unethically or bother them because of the age, disability, homosexuality, marital or domestic status, race, sex or transgender status of any relative, friend or colleague of a job applicant or employee

Social Compliance in India

- All the terms and conditions of employment should be based on a person's ability to do the job.

- One can accomplish a dynamic and vigorous compliance system only when the workforce is provided with an equal stand to voice their concern and have consultative instrument at the workplace.

Health and Safety Compliance in Indian Garment Industry

- Numerous overseas countries have established various international compliance standards on safety and

health compliance.

- Exporters should follow these codes to live on in the global market.
- One should not under-estimate the benefits drawn from regular drilling of compliance codes of conduct which can bring higher price of yields, less employee turnover rate, smooth trade relation as well as global image & status

Need for Compliance Codes

- The Indian apparel industry needs to be hard-hitting on compliance rather than opposing with other developing countries manufacturing low-cost garments.

Compliance Code Guidelines

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

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

Role of Apparel Export Promotion Council in India

- The Apparel Export Promotion Council (AEPC) is committed to legal compliance and ethical business practices and encourages members/exporters to comply with all applicable laws and regulations of the country to meet international compliance standards.
- The council has designed a garment factory compliance program 'Disha' (Driving Industry towards Sustainable Human Capital Advancement).

Compliance Code Guidelines for Indian Garment Industry

- Countries like Europe and USA that are the biggest markets for Indian apparel countries have been insisting upon compliance to certain social, environmental and safety standards and norms by the production units involved in export business.
- Some of the common Indian Garment industry compliance code guidelines are:
- There shall be no differences in workers remuneration for work of equal value on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, or social or ethnic origin.
- Exporters shall ensure that proper ventilation systems are installed within their premises to prevent airborne exposures which may affect the health of workers.
- Workers shall be entitled to at least 24 consecutive hours of rest in every seven-day period. If workers must work on a rest day, an alternative consecutive 24 hours rest day must be provided.
- Exporters shall pay workers at least the legal minimum wage or the prevailing industry wage, whichever is higher.

- Exporters shall not unreasonably restrain the freedom of movement of workers, including movement in canteen during breaks, using toilets, accessing water, etc.

- Garment exporters must ensure that the minimum age requirement to non-hazardous employment shall not be less than 14 years.

- Exporters shall not threaten female workers with dismissal or any other employment decision that negatively affects their employment status in order to prevent them from getting married or becoming pregnant.

India Complying with International Standards on Child Labour

- Child labour superfluities under many conditions such as discernment (based on gender, ethnic, or religious issues), inaccessibility of educational and other substitutes, weak enforcement of child labour laws, etc.

- Large global firms, conscious of their image, often set up their own compliance standards for the exporters to ensure that all standards are being complied with.

Code of Conduct for Garment Exporters

- Garment exporters must safeguard that the bottom limit of the age requirement to non-hazardous employment should not be less than 14 years.

- The trainees or occupational students shall not be under the legal age for employment (as provided under the applicable laws).

- A proper process is followed for checking the age of the workers.

Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

6. Soft Skills and Communication Skills

Key Learning Outcomes

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

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

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

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

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

• Identify and report any possible deviation to these requirements.

UNIT 6.1: Soft Skills

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 6.2: Effective Communication

Unit Objectives

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

1. Do public speaking.

2. Describe his /her likes and dislikes for five minutes in the classroom.

3. Basic etiquette during a conversation with another person, overcome shyness etc

Resources to be Used

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

Do

- Greet and welcome the participants to the next session of the program.

- Before starting the session ask them do they have any doubts pertaining to the previous unit.

- Capture their responses on board and share them wherever necessary.

- Tell them that they will learn about equipment readiness in this unit.

Say

- Explain the communication process

- Tell about the importance of verbal and non-verbal communication

- Give tips on active listening

Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

UNIT 6.3: Grooming and Hygiene

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

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

Do ✓

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

Say 💬

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

Notes for Facilitation 📝

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

UNIT 6.4: Interpersonal Skill Development

Unit Objectives 🎯

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

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

Resources to be Used ⚙

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

Do ✓

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

Say 💬

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

Notes for Facilitation 📝

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

UNIT 6.5: Social Interaction

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 6.6: Group Interaction

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

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

Do ✓

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

Say 💬

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

Notes for Facilitation 📝

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

UNIT 6.7: Interpersonal Skill Development

Unit Objectives ◎

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

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

Resources to be Used ⚙

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

Do ✓

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

Say 💬

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

Notes for Facilitation 📝

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

UNIT 6.8: Interpersonal Skill Development

Unit Objectives ◎

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

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

Resources to be Used ⚙

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

Do ✓

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

Say 💬

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

Notes for Facilitation 📝

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

UNIT 6.9: Interpersonal Skill Development

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

7. IT Skills

Key Learning Outcomes

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

1. Familiarise with computers
2. Identify and use basic uses of a computer
3. Familiarise with a computer motherboard
4. Familiarise with a computer operating system
5. Use Microsoft Word, Excel and Powerpoint
6. Familiarise with Internet and use e-mails

Unit 7.1: Introduction to Computer

Unit Objectives

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

1. Define the computer.
2. Recognise its various parts.
3. Differentiate the advantages and disadvantages of computer.

Resources to be Used

- Participant Manual
- Computer Lab

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about introduction to computer in this unit.

Say

- Tell participants about the computer. Computer plays a very important role in our personal and professional lives. It has become an integral part of our lives.
- Tell them about important characteristics and application of a computer.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Tell participants to demonstrate the parts of computer.
- Give them 15 minutes to prepare.
- Tell them each participant will be given 10 minute to demonstrate the same.
- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstration of Computer	4 Hours	• Participant Manual • Computer Lab

Unit 7.2: Basic Computer Knowledge

Unit Objectives

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

- Use computer.
- Explain the web, email services.

Resources to be Used

- Participant Manual
- Computer Lab

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about basic computer knowledge in this unit.

Say

- Tell participants about the application of the computer in daily life. In the workplace, many people use computers to keep records, analyze data, do research, and manage projects. At home, you can use computers to find information, store pictures and music, track finances, play games, and communicate with others— and those are just a few of the possibilities. Tell them about important characteristics and application of a computer.
- Now explain the concept of web. The World Wide Web is a gigantic storehouse of information. The web is the most popular part of the Internet, partly because it displays most information in a visually appealing format.
- Tell them about the application part of the web and introduce them with the use of different applications as email, instant messaging , picture music and movies with them.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

- Ask them to answer the questions at the end of unit given in the participant's manual.

- Ensure that every participant answer all questions.

Activity

- Tell participants to prepare an online report using web.

- Tell them they can choose any topic of their interest. Give them one hour to prepare.

- Tell them each participant will be given 10 minute to present their report to the class.

- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Prepare Online report	4 Hours	• Participant Manual • Computer Lab with internet

Unit 7.3: Components of Computer

Unit Objectives

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

- Recognise the different parts and components of computer.
- Describe the CPU, RAM and BIOS.

Resources to be Used

- Participant Manual
- Personal Protective Equipment (PPE)

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the components of the computer in this unit.

Say

- Tell them about different parts of the computer.
- Explain-them about different parts of motherboard in detail.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Tell participants to demonstrate the motherboard.

- Tell them they will get 30 minutes to prepare and each student will has to demonstrate for same.

- Once presentations are complete appreciate the efforts made by the group and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstration of Motherboard	4 Hours	• Participant Manual • Computer Lab

Unit 7.4: Concept of Operating System

Unit Objectives

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

- Familiarise with the concept of operating system.
- Work on Windows 8 and 8.1.
- Add or Remove desktop icons, make or delete a folder etc.

Resources to be Used

- Participant Manual
- Computer System

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about operating system in this unit.

Say

- Tell them about windows XP. And explain that Windows XP let you use different types of applications or software on the operating system.
- Familiarise them with the different versions of Windows.

Demonstrate

- Explain tools and parts of an operating system with the participants.
- Show them all these parts practically on the computer system.
- Then explain add or delete desktop shortcut from the desktop.
- Also explain how to create a new folder.

- Tell all participants to create a folder on computer.

- Then explain how to work on multiple windows.

- Now demonstrate the keyboard to the participants and tell them the correct way to use the keyboard.

Elaborate

- Discuss common window commands with the participants.

- Explain the table to the participants.

Table: Common Window Commands

Key	Description
Alt + F	File menu options in current program
Alt + E	Edit options in current program
Alt + Tab	Switch between open programs
F1	Universal Help in almost every Windows program
F2	Rename a selected file
F5	Refresh the current program window
Ctrl + N	Create a new, blank document in some software programs
Ctrl + O	Open a file in current software program
Ctrl + A	Select all text
Ctrl + B	Change selected text to be Bold
Ctrl + I	Change selected text to be in Italics
Ctrl + U	Change selected text to be Underlined
Ctrl + F	Open find window for current document or window
Ctrl + S	Save current document file
Ctrl + X	Cut selected item
Shift + Del	Cut selected item
Ctrl + C	Copy selected item
Ctrl + Ins	Copy selected item
Ctrl + V	Paste
Shift + Ins	Paste
Ctrl + K	Insert hyperlink for selected text
Ctrl + P	Print the current page or document
Home	Goes to beginning of current line
Ctrl + Home	Goes to beginning of document
End	Goes to end of current line
Ctrl + End	Goes to end of document
Shift + Home	Highlights from current position to beginning of line
Shift + End	Highlights from current position to end of line

Ctrl + Left arrow	Moves one word to the left at a time
Ctrl + Right arrow	Moves one word to the right at a time
Ctrl + Esc	Opens the START menu
Ctrl + Shift + Esc	Opens Windows Task Manager
Alt + F4	Close the currently active program
Alt + Enter	Open the Properties for the selected item (file, folder, shortcut, etc.)

Fig.8.4.1: Some Important Keys and Their Uses

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Give one news paper cutting to each student and tell them they need to type the same.
- Tell them they have to use correct fingers on key board and make sure work is free from errors.
- Give them one hour for typing practice and ensure that each participant is typing.
- Finally share some tips for correct typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Typing Practice	2 Hours	• News paper • Computer Systems

Unit 7.5: MS Word

Unit Objectives

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

- Learn the concept of and practice MS-Word.
- Format a document.
- Print a document etc.

Resources to be Used

- Participant Manual
- Computer System with MS Word

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about MS Word in this unit.

Say

- Tell them about concept of word processing. Word processing skills allow us to prepare text documents such as letters, memos, and other correspondence.

Demonstrate

- Tell them to open MS Word in their respective systems.
- Show them how to create a word document in MS word software.
- Practically demonstrate how to perform different operations on MS Word document as:
  - » Saving a Document
  - » Change Font Type and Size
  - » Create Headers and Footers by Inserting Texts

- » Indents and Spacing
- » Modifying Margins
- » Lists
- » Bulleted and Numbered Lists
- » Formatting Lists
- » Spelling and Grammar
- » Word Count
- » Different Editing Modes in Word
- » Inserting an Image and Table

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Give one news paper cutting to each student and tell them they need to type this in MS Word and perform different operations like saving documents, Saving a Document, Change Font Type and Size, Create Headers and Footers by Inserting Texts, Indents and Spacing
- Tell them they have to use correct fingers on key board and make sure work is free from errors.
- Give them one hour for typing practice and ensure that each participant is typing.
- Finally share some tips for correct typing and summarise the highlights of the activity

Skill Practice	Time	Resources
1. Typing and Formatting – MS Word	3 Hours	• News paper • Computer Systems

Unit 7.6: MS PowerPoint

Unit Objectives

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

- Practice MS-Powerpoint.
- Make a new presentation.
- Format a slide as well

Resources to be Used

- Participant Manual
- Computer System with MS Office

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about MS Word in this unit.

Say

- Tell them about the power point. PowerPoint is the presentation graphics software in the Microsoft Office suite. PowerPoint has predefined layouts, themes, and templates to create dynamic and professional presentations.

Demonstrate

- Tell them to open MS power-point in their respective systems.
- Show them how to create a power point in MS Power-point software.
- Practically demonstrate how to perform different operations on MS Power-point presentation as:
  - » Saving a Powerpoint
  - » Working with slides

- » View tabs
- » Animating text and Images
- » Removing Animations
- » Working with Charts

Notes for Facilitation 📋

- • Summarise the main points of the unit.
- • Ask participants if they have any doubts. Encourage them to ask questions.
- • Answer their queries satisfactorily.
- • Ask them to answer the questions at the end of unit given in the participant's manual.
- • Ensure that every participant answer all questions.

Activity ⚙️

- • Tell participants they have to prepare a power-point presentation on MS Powerpoint Software.
- • Tell them they need to perform following operations while working on this software, Saving a Powerpoint, View tabs, Animating text and Images and inserting Charts.
- • Give them one and half hour to prepare the same.
- • Finally share some tips for correct typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Presentation on MS Powerpoint	4 Hours	• Participant Manual • Computer Lab

Unit 7.7: MS Excel

Unit Objectives

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

- Work on MS-Excel
- Format cells and cell content
- Use formulas
- Make Charts and Pivot Table.

Resources to be Used

- Participant Manual
- Computer System

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about Ms Excel in this unit.

Say

- Tell them about the power point. MS Excel stands for - Microsoft Excel is one of the most popular electronic spreadsheet applications supported by both Mac and PC platforms. As with a paper spreadsheet, you can use Excel to organize your data into rows and columns and to perform mathematical calculations.
- Discuss the application of Excel with the participants.

Demonstrate

- Tell them to open MS Excel in their respective systems.
- Show them how to create a spread sheet in MS Excel software.
- Practically demonstrate how to perform different operations on MS Excel as:

- » Zoom in and Zoom Out
- » Page Views
- » Change the default excel options
- » Add Command to the quick access tool bar
- » Change the default excel options
- » Cell Addresses
- » Move Across a worksheet using key board
- » Formatting
- » Calculation and Analysis
- » Change page orientation
- » Aligning Text

Notes for Facilitation

- • Summarise the main points of the unit.
- • Ask participants if they have any doubts. Encourage them to ask questions.
- • Answer their queries satisfactorily.
- • Ask them to answer the questions at the end of unit given in the participant's manual.
- • Ensure that every participant answer all questions.

Activity

- • Tell participants they have to prepare a spread sheet on MS Excel Software.
- • Share data of a class with the participants in which participants name, height, weight and age is given.
- • Tell them they need to perform following operations while working on, Add Command to the quick access tool bar, Change the default excel options, Cell Addresses, Move Across a worksheet using key board, Formatting, Calculation and Analysis, Change page orientation
- • Give them one and half hour to prepare the same.
- • Finally share some tips for correct data typing and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Preparing Spread Sheet on MS Excel	4 Hours	• Participant Manual • Computer Lab with MS Office Software

Unit 7.8: Internet Concepts

Unit Objectives

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

- Understand internet concepts.
- Recognise the different types of URLs.
- Use MS-Outlook.

Resources to be Used

- Participant Manual
- Computer with Internet

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about internet concept in this unit.

Say

- Tell them about internet and its uses.
- Explain the concept of URL. The full form of URL is Uniform Resource Locator. It is the global address of documents and other resources on the World Wide Web. The URL is divided into two different parts. The first part of the URL is called a protocol identifier as it helps us identifying what protocol to use.
- Now tell them about different types of URLs.

Demonstrate

- Tell them now they will learn how to open an email account in outlook.
- Demonstrate the entire process to the participants. Make sure every student should open an e-mail account.
- Now tell them how to create and send an e-mail. Explain the entire steps in detail.
- Now show them how to read an email and reply email
- Then explain attachment. The process of attaching a file or document.

Notes for Facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity

- Tell participants they have send emails to other participants with an attachment.
- Tell them first they need to create a word, excel or power point. They can choose between any three of the formats.
- Give 2 hours for each participant for this entire activity.
- Once activity is complete share some tips of e-mail etiquette with them and summarise the highlights of the activity.

Skill Practice	Time	Resources
1. Send e-mail with attachment	2 Hours	• Computers with Internet

8. First Aid and CPR

Unit 8.1 - First Aid and CPR
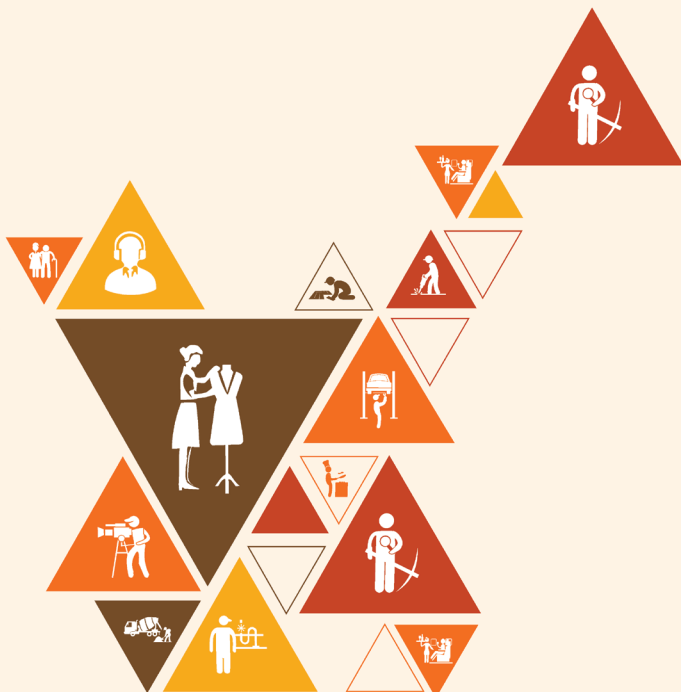
Key Learning Outcomes 💡

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

• Identify different methods of first aid.

• Perform first aid.

• Understand CPR.

• Perform CPR in case of emergency

UNIT 8.1: First Aid and CPR

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

First aid is the help given to any individual suffering from an unforeseen illness or injury, with care provided to preserve life, stop the condition from worsening, and/or promote recovery. It includes initial intervention during a serious condition before skilled medical help being accessible, like performing CPR while waiting for the ambulance, also because the complete treatment of minor conditions, such as applying a plaster to a cut. First aid is usually performed by the layman, with many of us trained in providing basic levels of first aid, and others willing to try and do thus from acquired information. Mental health first aid is an extension of the idea of first aid to cover mental health.

While delivering First Aid always remember:

- Prevent deterioration.
- Act swiftly, deliberately and confidently.
- Golden Hour – First 60 minutes following an accident .
- Platinum Period – First 15 minutes following an accident.
- Prevent shock and choking.
- Stop bleeding.
- Loosen victim's clothes.
- Regulate respiratory system.
- Avoid crowding/over-crowding.
- Arrange to take victim to safe place/hospital.
- Attend to emergencies first with ease and without fear.
- Do not overdo. Remember that the person giving first aid is not a doctor.

Injury	Symptom	Do's	Don'ts
Fracture	• Pain • Swelling • Visible bone	• Immobilise the affected part • Stabilise the affected part • Use a cloth as a sling • Use board as a sling • Carefully Transfer the victim on a stretcher	• Do not move the affected part • Do not wash or probe the injured area
Burns (see Degrees of Burn table)	• Redness of skin • Blistered skin • Injury marks • Headache/seizures	• In case of electrical burn, cut-off the power supply • In case of fire, put out fire with blanket/coat • Use water to douse the flames • Remove any jewellery from the affected area • Wash the burn with water	• Do not pull off any clothing stuck to the burnt skin • Do not place ice on the burn • Do not use cotton to cover the burn

Bleeding	• Bruises • Visible blood loss from body • Coughing blood • Wound/Injury marks • Unconsciousness due to blood loss • Dizziness • Pale skin	• Check victim's breathing • Elevate the wound above heart level • Apply direct pressure to the wound with a clean cloth or hands • Remove any visible objects from the wounds • Apply bandage once the bleeding stops	• Do not clean the wound from out to in direction • Do not apply too much pressure (not more than 15 mins) • Do not give water to the victim
Heat Stroke/Sun Stoke	• High body temperature • Headache • Hot and dry skin • Nausea/Vomiting • Unconsciousness	• Move the victim to a cool, shady place • Wet the victim's skin with a sponge • If possible apply ice packs to victim's neck, back and armpits • Remove any jewellery from the affected area • Wash the burn with water	• Do not let people crowd around the victim • Do not give any hot drinks to the victim
Unconsciousness	• No movement of limbs • No verbal response or gestures • Pale skin	• Loosen clothing around neck, waist and chest • Check for breathing • Place the victim's legs above the level of heart • If victim is not breathing, perform CPR	• Do not throw water or slap the victim • Do not force feed anything • Do not raise the head high as it may block the airway

Fig.8.1..4: First Aid for different types of injuries

1st Degree Burn	2nd Degree Burn	3rd Degree Burn	4th Degree Burn
Will recover itself in a few days. **Action Required:** Place under running water.	Serious but recovers in a few weeks. **Action Required:** Place clean wet cloth over the burnt area.	Very Serious and will require skin grafting. **Action Required:** Place a clean dry cloth over the burnt area.	Extremely Serious and requires many years with repeated plastic surgery and skin grafting, is life threatening. **Action Required:** Leave open and prevent infection.

Fig.8.1.5: Degree of Burns

Demonstrate

When using rigid material

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

- Always place cushioning between the rigid material and the body to stay the victim comfy. Tie knots between the rigid material and the body (in mid-air) once doable. This makes them easier to untie. If this can be impossible, tie knots over the rigid material.

- To splint the forearm, surround the split with rigid material and snugly bandage it to the arm with wide cloth strips. A newspaper or magazine, curled into a "U" form, works alright.

- Splint the wrist joint within the same approach. The whole forearm needs to be immobilized.

- To splint the elbow, use enough rigid material to travel from the armpit to the hand. The entire arm ought to be immobilized. Don't plan to straighten or bend the elbow; splint it in position.

- To splint the upper leg, use long items of rigid material which will reach from the ankle joint to the armpit. On top of the hips, tie long straps round the torso to carry the top of the splint in place.

- To splint the lower leg, use rigid material long enough to travel from the knee to the foot. The foot ought to be immobilized and unable to turn. Make sure to use a lot of cushioning, particularly round the ankle.

Elaborate

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

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

DRSABCD stands for:

- **Danger:** Always check the danger to you, any bystanders and then the injured or ill person. Make sure you do not put yourself in danger when going to the assistance of another person.

- **Response:** Is the person conscious? Do they respond when you talk to them, touch their hands or squeeze their shoulder?

- **Send for help:** Call ambulance.

- **Airway:** Is the person's airway clear? Is the person breathing? If the person is responding, they are conscious and their airway is clear, assess how you can help them with any injury.

  If the person is not responding and they are unconscious, you need to check their airway by opening their mouth and having a look inside. If their mouth is clear, tilt their head gently back (by lifting their chin) and check for breathing. If the mouth is not clear, place the person on their side, open their mouth and clear the contents, then tilt the head back and check for breathing.

- **Breathing:** Check for breathing by looking for chest movements (up and down). Listen by putting your ear near to their mouth and nose. Feel for breathing by putting your hand on the lower part of their chest. If the person is unconscious but breathing, turn them onto their side, carefully ensuring that you keep their head,

neck and spine in alignment. Monitor their breathing until you hand over to the ambulance officers.

- **CPR (cardiopulmonary resuscitation):** if an adult is unconscious and not breathing, make sure they are flat on their back and then place the heel of one hand in the centre of their chest and your other hand on top. Press down firmly and smoothly (compressing to one third of their chest depth) 30 times. Give two breaths. To get the breath in, tilt their head back gently by lifting their chin. Pinch their nostrils closed, place your open mouth firmly over their open mouth and blow firmly into their mouth. Keep going with the 30 compressions and two breaths at the speed of approximately five repeats in two minutes until you hand over to the ambulance officers or another trained person, or until the person you are resuscitating responds.

- **Defibrillator:** For unconscious adults who are not breathing, an automated external defibrillator (AED) is applied. An AED is a machine that delivers an electrical shock to cancel any irregular heart beat (arrhythmia), in an effort get the normal heart beating to re-establish itself. Please ensure that a trained person is there to apply the AED. If the person responds to defibrillation, turn them onto their side and tilt their head to maintain their airway.

1. **Airway**

Once you have assessed the patient's level of consciousness, evaluate the patient's airway. Remember, if the patient is alert and talking, the airway is open. For a patient who is unresponsive, make sure that he or she is in a supine (face-up) position to effectively evaluate the airway. If the patient is face-down, you must roll the patient onto his or her back, taking care not to create or worsen an injury. If the patient is unresponsive and his or her airway is not open, you need to open the airway. Head-tilt/chin-lift technique can be used to open the airway.

Head-tilt/chin-lift technique

To perform the head-tilt/chin lift technique on an adult:

- Press down on the forehead while pulling up on the bony part of the chin with two to three fingers of the other hand.

- Tilt the head past a neutral position to open the airway while avoiding hyperextension of the neck.

2. **Cardiopulmonary resuscitation**

Cardiopulmonary resuscitation circulates blood that contains oxygen to the vital organs of a patient in cardiac arrest when the heart and breathing have stopped. It includes chest compressions and ventilations as well as the use of an automated external defibrillator.

- **Compressions:** One component of CPR is chest compressions. To ensure optimal patient outcomes, high-quality CPR must be performed. You can ensure high-quality CPR by providing high-quality chest compressions, making sure that the:
  - » Patient is on a firm, flat surface to allow for adequate compression. In a non- healthcare setting this would typically be on the floor or ground, while in a healthcare setting this may be on a stretcher or bed.
  - » The chest is exposed to ensure proper hand placement and the ability to visualize chest recoil.
  - » Hands are correctly positioned with the heel of one hand in the center of the chest on the lower half of sternum with the other hand on top. Most rescuers find that interlacing their fingers makes it easier to provide compressions while keeping the fingers off the chest.
  - » Arms are as straight as possible, with the shoulders directly over the hands to promote effective compressions. Locking elbows will help maintain straight arms.
  - » Compressions are given at the correct rate of at least 100 per minute to a maximum of 120 per minute, and at the proper depth of at least 2 inches for an adult to promote adequate circulation.

» The chest must be allowed to fully recoil between each compression to allow blood to flow back into the heart following the compression.

» For adult co-workers, CPR consists of 30 chest compressions followed by 2 ventilations.

- **Ventilations:** Ventilations supply oxygen to a patient who is not breathing. They may be given via several methods including:

Mouth-to-Mouth

» Open the airway past a neutral position using the head-tilt/chin-lift technique.

» Pinch the nose shut and make a complete seal over the patient's mouth with your mouth.

» Give ventilations by blowing into the patient's mouth. Ventilations should be given one at a time. Take a break between breaths by breaking the seal slightly between ventilations and then taking a breath before re-sealing over the mouth.

Pocket mask

CPR breathing barriers, such as pocket masks, create a barrier between your mouth and the patient's mouth and nose. This barrier can help to protect you from contact with a patient's blood, vomitus and saliva, and from breathing the air that the patient exhales.

» Assemble the mask and valve.

» Open the airway past the neutral position using the head-tilt/chin-lift technique from the patient's side when alone.

» Place the mask over the mouth and nose of the patient starting from the bridge of the nose, then place the bottom of the mask below the mouth to the chin (the mask should not extend past the chin).

» Seal the mask by placing the "webbing" between your index finger and thumb on the top of the mask above the valve while placing your remaining fingers on the side of the patient's face. With your other hand (the hand closest to the patient's chest), place your thumb along the base of the mask while placing your bent index finger under the patient's chin, lifting the face into the mask.

Demonstrate

Performing CPR for an Adult

- **Step 1:** **Check the scene for immediate danger:** Make sure that you are not compromising your own safety by administering CPR to someone else. Is there a fire? Is the person lying on a roadway? It is important to do whatever is necessary to move yourself and carry the other person to safety.

- **Step 2:** **Assess the victim's consciousness:** Gently tap his or her on their shoulder and ask, "Are you OK?" If the person responds in affirmative in a loud or clear voice, CPR is not required. Instead, one should undertake basic first aid and take measures to prevent or treat shock and assess whether there is a need to contact emergency services. If the victim is not responsive, the following steps should be undertaken.

- **Step 3:** **Do not check for a pulse:** Unless you're a trained medical professional, odds are you'll spend too much valuable time looking for a pulse when you should be doing compressions.

- **Step 4:** **Check for breathing:** Make sure that the airway is not blocked. If the mouth is closed, press with your thumb and forefinger on both cheeks at the end of the teeth and then look inside. Remove any visible

obstacle that is in your reach but never push your fingers inside too far. Put your ear close to the victim's nose and mouth, and listen for slight breathing. If the victim is coughing or breathing normally, do not perform CPR.

- **Step 5: Place the victim on his or her back:** Make sure he or she is lying as flat as possible-this will prevent injury while you're doing chest compressions. Tilt their head back by using your palm against their forehead and a push against their chin.

- **Step 6:** Place the heel of one hand on the victim's breastbone, 2 finger-widths above the meeting area of the lower ribs, exactly in the middle of the chest.

- **Step 7:** Place your second hand on top of the first hand, Palms-down, interlock the fingers of the second hand between the first.

- **Step 8:** Position your body directly over your hands, so that your arms are straight and somewhat rigid. Don't flex the arms to push, but sort of lock your elbows, and use your upper body strength to push.

- **Step 9:** Perform 30 chest compressions. Press down with both hands directly over the breastbone to perform a compression, which helps the heart beat. Chest compressions are more critical for correcting abnormal heart rhythms (ventricular fibrillation or pulseless ventricular tachycardia, heart rapidly quivering instead of beating). You should press down by about 2 inches (5 cm).

- **Step 10:** Minimize pauses in chest compression that occur when changing providers or preparing for a shock. Attempt to limit interruptions to less than 10 seconds.

- **Step 11:** Make sure the airway is open. Place your hand on the victim's forehead and two fingers on their chin and tilt the head back to open the airway. If you suspect a neck injury, pull the jaw forward rather than lifting the chin. If jaw thrust fails to open the airway, do a careful head tilt and chin lift. If there are no signs of life, place a breathing barrier (if available) over the victim's mouth.

- **Step 12:** Give two rescue breaths (optional). If you are trained in CPR and totally confident, give two rescue breaths after your 30 chest compressions. If you've never done CPR before, or you're trained but rusty, stick with only chest compressions.

- **Step 13:** Repeat the cycle of 30 chest compressions. If you're also doing rescue breaths, keep doing a cycle of 30 chest compressions, and then 2 rescue breaths; repeat the 30 compressions and 2 more breaths. You should do CPR for 2 minutes (5 cycles of compressions to breaths) before spend time checking for signs of life.

CPR Using AED

- **Step 1:** Use an AED (automated external defibrillator). If an AED is available in the immediate area, use it as soon as possible to jump-start the victim's heart. Make sure there are no puddles or standing water in the immediate area.

- **Step 2:** Fully expose the victim's chest. Remove any metal necklaces or underwire bras. Check for any body piercings, or evidence that the victim has a pacemaker or implantable cardioverter defibrillator (should be indicated by a medical bracelet) to avoid shocking too close to those spots. Make sure the chest is absolutely dry and the victim is not in a puddle. Note that, if the person has a lot of chest hair, you may need to shave it, if possible. Some AED kits come with razors for this purpose.

- **Step 3:** Attach the sticky pads with electrodes to the victim's chest. Follow the instructions on the AED for placement. Move the pads at least 1 inch (2.5 cm) away from any metal piercings or implanted devices. Make sure no one is touching the person, when you apply the shock.

- **Step 4:** Press analyse on the AED machine. If a shock is needed for the patient, the machine will notify you. If you do shock the victim, make sure no one is touching him or her.

- **Step 5:** Do not remove pads from the victim and resume CPR for another 5 cycles before using the AED again. Stick on adhesive electrode pads are intended to be left in place.

Chain of Survival

Chain of Survival is a sequential process for providing treatment to victims of SCA outside of a hospital setting. More people can survive SCA if the following steps occur in rapid succession:

- Cardiac arrest is immediately recognized and the emergency response system is activated

- Early cardiopulmonary resuscitation (CPR) is started with an emphasis on chest compression

- Rapid defibrillation occurs

- Effective advanced life support is begun

- Integrated post-cardiac arrest care is provided

- Quick execution of each step is critical because the chances of survival decrease 7 to 10 percent with each passing minute.

Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.

- Ask participants if they have any doubts. Encourage them to ask questions.

- Answer their queries satisfactorily.

9. Employability & Entrepreneurship Skills

Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

• You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

• Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)

• Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.

• This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.

• Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"

2. Have one of the participants write their contributions on a flip chart sheet.

3. Write down your own list of covered material in the training on another flip chart sheet.

4. Compare the two sheets, commenting on what will and what will not be covered during the training.

5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.

6. You may get back to those sheets once again at the end of the last session of the training.

7. Benefits of doing this activity:

   • Participants feel better as their opinions are heard.

   • Participants get to know what they should expect from the training.

   • The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.

8. Expectations from the participants:

   • Must sign the attendance sheet when they arrive for class.

   • Conduct themselves in a positive manner

   • Be punctual, attentive, and participative

9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.

10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.

2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.

3. It is also a way of making participants take responsibility of their own learning process.

4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.

6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.

2. You may also wish to read other material to enhance your knowledge of the subject.

3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. Incase the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignement.

4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.

5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.

6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.

7. Invite discussion from the participants.

8. Probe the participants further and lead them to come to affirmative conclusions.

9. Let the participants answer. No answer is incorrect.

10. Ask one participant to write all the points on the whiteboard.

11. Build the sessions from the answers provided by the class.

12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.

13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.

2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.

3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.

4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.

5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 9.1: Personal Strengths & Value Systems

Key Learning Outcomes

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

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

UNIT 9.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit

Resources to be Used

- Participant Handbook

Ask

- What do you understand by the term "Health?"
- According to you, who is a healthy person?

Say

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

Ask

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

Say

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

Role Play

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

Summarize

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

Say

- Let us now see how many of these health standards we follow in our daily life.

Activity

- Health Standard Checklist from the Participant Handbook.

Ask

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

Say

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

Do

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

Summarize

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

Ask

Discuss:

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

Say

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

Activity

- Health Standard Checklist: Hygiene

Say

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

Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

Ask

- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?

Summarize

- Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

Ask

- What is a habit?

Say

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

Summarize

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

UNIT 9.1.2: Safety

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

Say 💬

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

Team Activity 👥

Safety Hazards

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

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

Ask ✆

- How could you or your employees get hurt at work?

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

UNIT 9.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives ◎

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

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

Resources to be Used ⚙

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

Activity ⚙

- This is a paper pencil activity.

What are the three sentences that describe you the best?
What do you need to live happily?
What are your strengths and weaknesses?

Do ✓

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

Say 💬

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

Team Activity 👥

Tower building

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

Do ✓

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

Ask 🗨ask

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

Say 🗨

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

Ask 🗨ask

- Is your attitude positive or negative?

Say 🗨

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask 🗨ask

- What did you learn from this story?

Activity ⚙

What Motivates You?

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do ✓

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

Say 💬

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

Summarize 🔍

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

UNIT 9.1.4: Honesty & Work Ethics

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

- Participant Handbook

Ask 💬

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

Say 💬

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

Do ✓

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

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

Do ☑

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

Summarize 🔍

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

UNIT 9.1.5: Creativity and Innovation

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

- Participant Handbook
- Chart papers
- Marker pens

Ask 💬

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

Say 💬

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

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Solar seeder

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

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

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Looms for physically challenged

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

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

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

Ask

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

Say

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

Team Activity

- This is a group activity.

• Think of any one famous entrepreneur and write a few lines about him or her.
Activity De-brief   • Why did you choose this particular entrepreneur?   • What is his/her brand name?   • What creativity does he/she possess?   • What was innovative about their ideas?

Do

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

Summarize

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

Notes for Facilitation

- Source for stories on innovations:

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

UNIT 9.1.6: Time Management

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

- **Category 2: Not Urgent/Important**
  - This is where you want to spend most of your time.
  - This category allows you to work on something important and have the time to do it properly.
  - This will help you produce high quality work in an efficient manner.
  - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
  - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
  - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
  - Urgent but not important tasks are things that prevent you from achieving your goals.
  - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
  - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
  - Some may be activities that other people want you to do.
  - These might include unplanned leisure activities as well.

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- Building relationship
- Personal commitments

1	2
3	4

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

NOT URGENT/ IMPORTANT

1	2
3	4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize

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

Notes for Facilitation

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

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

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

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

- End the story with these lines…

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

UNIT 9.1.7: Anger Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say 💬

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

Do ✓

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

Activity ⚙️

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:
Anger Management Techniques

Say

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

Do

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

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

UNIT 9.1.8: Stress Management: What is stress?

Unit Objectives 🎯

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

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

Resources to be Used ⚙️

- Participant Handbook

Ask ⓐ

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

Say 💬

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

Ask ⓐ

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

Say 💬

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

Do ✓

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

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

His is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick. Not in a position to attend the call or finish the reports on time.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

Ask

De-brief questions:

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

Do

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

Say

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:

Scenario 1

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently.

Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do ✓

- Ask one of the participant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
    - What kind of stress was Rakesh undergoing in this case?
    - Was the stress avoidable or manageable under the given circumstances?
    - What was the result of the stress?

Say 💬

De-brief:

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

Summarize

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

Notes for Facilitation

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interative.

UNIT 9.2: Digital Literacy: A Recap

Key Learning Outcomes

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

UNIT 9.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives 🎯

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys

Resources to be Used ⚙️

- Participant Handbook
- Computer Systems with the required applications

Say 💬

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

Explain

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

Ask

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

Say 💬

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

Summarize

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

Practical

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

Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

UNIT 9.2.2: MS Office and Email: About MS Office

Unit Objectives 🎯

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

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

Resources to be Used ⚙️

- Participant Handbook
- Computer Systems with MS Office

Ask 💬

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

Say 💬

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

Explain 🔧

- Explain the working and frequently used features of Office on a real system.

Ask 💬

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

Say 💬

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss "Why Choose Microsoft Outlook?" with the participants as given in the Participant Handbook.

Do ☑

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system..

Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

Practical

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 9.2.3: E-Commerce

Unit Objectives 🎯

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

• Identify different types of e-commerce

• List the benefits of e-commerce for retailers and customers

• Discuss Digital India campaign will help boost e-commerce in India

• Describe how you will sell a product or service on an e-commerce platform

Resources to be Used ⚙️

• Computer System with internet connection

• Participant Handbook

Ask (ask)

• How many of you have done shopping online?

• Can you name at least five shopping websites?

• What is the product that you most frequently buy online?

• Why do you do shopping online instead of going to the market?

Say 💬

• Give a brief introduction of "What is E-commerce". Refer to the Participant Handbook.

• E- commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furnitureand many other items can be purchased online.

Ask (ask)

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

Say 💬

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

Team Activity 👥

E-commerce examples

• Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.

• Give them 5 minutes to make this list.

• Discuss payment gateways and transaction through payment gateways.

• Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss "Types of E-commerce" from the Participant Handbook.

Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the "Digital India Campaign".
- Discuss "Digital India Campaign" from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
  - Developing the website
  - Hosting the website
  - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new e-commerce platform to sell their product or service.

Ask

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do

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

Ask

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

Say

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
    - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
    - With digital payment modes, you can pay from anywhere anytime.
    - Digital payments have less risk.

Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

UNIT 9.3: Money Matters

Key Learning Outcomes

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfer

UNIT 9.3.1: Personal Finance – Why to Save?

Unit Objectives 🎯

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

Resources to be Used ⚙️

- Participant Handbook

Ask 💬

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

Example 📍

- Let's look at these two examples:

Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask 💬

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Say 💬

- We should always set aside some and save some money from our monthly pay. The future is unpredictable. Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss "Importance of Saving" with the participants as given in the Participant Handbook.

Ask 💬

- What are the benefits of saving money?
- What does being financially independent mean to you?

Say

- Discuss "Benefits of Saving" with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.

  Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

Say

- Let's learn personal saving with the help of a group activity.

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

PART 2

HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say

- Discuss the importance of personal finance and why it is important to save money.

Summarize

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

UNIT 9.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

Example

- Let's look at the given example:

> Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.
>
> To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.
>
> She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

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

Say

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

Ask

- Can someone say what are the different types of bank accounts?

Say 💬

- Let's learn about the different types of bank accounts through an activity.

Team Activity 👥

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Activity De-brief

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

Say 💬

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

Ask 🔵

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say 💬

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

Team Activity 👥

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief

How did you design the form?

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

Do ☑

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

Summarize

Note:

- You can summarize the unit through a role play.
  - A person wanting to open an account in the bank.
  - What is the procedure that he will go through?
  - Discuss the key points of different types of bank accounts.
  - How to select the type of account
  - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

Photograph			XXX Bank

SAVING BANK ACCOUNT OPENING FORM

Account No.: _____ Date: _____

Name of the Branch	
Village/Town	
Sub District / Block Name	
District	
State	
SSA Code / Ward No.	

Village Code / Town Code	Name of Village / Town	

Applicant Details:

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile			Date of Birth	
Aadhaar No.			Pan No.	
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House : Y/N		Y/N	Owning Farm :	
	No. of Animals :			Any other :	
Existing Bank A/c. of family members / household	Y / N			If yes, No. of A/cs. _____	
Kisan Credit Card	Whether Eligible Y / N				

I request you to issue me a **Rupay Card**.

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

Declaration:

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

Place:
Date: **Signature / LTI of Applicant**

Nomination:

| I want to nominate as under | | | | |
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date: **Signature / LTI of Applicant**

Witness(es)*

1. _____

2. _____

*Witness is requires only for thumb impression and not for signature

UNIT 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

• Differentiate between fixed and variable costs

Resources to be Used

• Participant Handbook
• Blank sheets of paper
• Pens

Ask

• What is cost?
• Will a telephone bill fall under the category of a fixed or variable cost?

Say

• Discuss: Fixed and Variable cost with examples. Let us do a small activity.

Team Activity

Identify the type of cost

1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commision percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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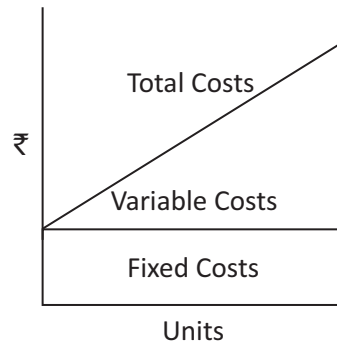
- Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

1.	Rent	(Fixed)
2.	Telephone bill	(Fixed)
3.	Electricity bill	(Fixed)
4.	Machinery	(Fixed)
5.	Insurance	(Fixed)
6.	Office supplies/ Raw materials	(Variable)
7.	Employee salaries	(Fixed)
8.	Commision percentage given to sales person for every unit sold	(Variable)
9.	Credit card fees	(Variable)
10.	Vendor bills	(Variable)

UNIT 9.3.4: Investments, Insurance and Taxes

Unit Objectives 🎯

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

Resources to be Used ⚙️

- Participant Handbook

Ask 🗨️

- Ask the participants- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

Example 📍

- Let's have a look at a few scenarios.

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

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

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

Say 🗨️

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

Ask 🗨️

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

Say 🗨️

- Let's learn the differences between the three by having an activity.

Say 🗨️

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?

   Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

   Private and public companies issue the bonds.

3. Why are bonds issued?

   To raise large amount of money as it cannot be burrowed from the bank.

4. Who is the buyer of stocks and equities?

   The general public is the buyer.

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

   Small Saving Scheme

6. What is the difference between mutual and hedge funds?

   Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

7. Why is a loan taken from the bank to purchase real estate?

   To lease or sell to make profit on appreciated property price.

8. Name the two types of insurances?

   Life Insurance and Non-life or general insurance

9. Which insurance product offers financial protection for 15-20 years?

   Term Insurance

10. What is the benefit of taking an endowment policy?

    It offers the dual benefit of investment and insurance.

11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?

    Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

    It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

    Marine Insurance

14. After what duration is the income tax levied?

    One financial year

15. What is long term capital gain tax?

    It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

    Securities Transaction Tax

17. What is the source of corporate tax?

    The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

    VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

    Sales Tax

20. What is the difference between custom duty and OCTROI?

    Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

UNIT 9.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives ◎

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

• Discuss the uses of online banking

• Discuss the main types of electronic funds transfer

Resources to be Used ⚙

• Participant Handbook

• Computer System with internet connection

• Debit card

Ask (ask)

• When was the last time you visited a bank?

• How do you pay your bill for electricity and telephone?

• Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say 💬

• Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.

• Discuss "What is online banking?" from the Participant Handbook.

• There are various advantages of online banking:

   ◆ It saves time, as you need to visit the branch. .

   ◆ You can conduct your banking transactions safely and securely without leaving the comfort of your home.

   ◆ Online Banking also gives you round the clock access.

   ◆ Online Banking makes it possible for you to pay your bills electronically.

Do ✓

• Show them how they can use the internet banking.

• Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.

• Tell the class the various features of online banking:

   ◆ Through their website set-up your online account.

   ◆ Choose a secure username and password.

   ◆ Set-up your contact information.

   ◆ Once your information is verified, you are good to go.

   ◆ Once you enter the portal explore all the features and learn your way through the portal.

• Discuss about maintaining the security of the online account.

Say

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

Do

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

Summarize

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

UNIT 9.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

UNIT 9.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

• Discuss the steps to follow to prepare for an interview

Resources to be Used

• Participant Handbook

Ask

• Have you ever attended an interview?
• How did you prepare before going for an interview?

Say

• An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

• It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.

• It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.

• Let's do an activity to understand how to prepare for interviews better.

Activity 1

• Introducing Yourself

Do

• Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself."

• Give the participant at least one minute to speak.

• Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.

• Now repeat the exercise with five other participants.

Ask

• What information you should include when you are describing or introducing yourself in an interview?
• What information you should not include when you are describing or introducing yourself in an interview?

Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
  - Any work experience that you might have
  - A brief summary of your educational qualifications
  - Your strengths and achievements
  - Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
  - Detailed description of your family (unless you are specifically asked to do so)
  - Too much information about your weaknesses
  - Information that is not true

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Activity 2

- Planning the right attire

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
  - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
  - Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
  - The participants will get only one chance to create a good first impression.

UNIT 9.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives 🎯

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

- Discuss the steps to create an effective Resume

Resources to be Used ⚙️

- Participant Handbook
- Blank papers
- Pens

Ask (ask)

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

Say 💬

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

Do ✓

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

Say 💬

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say 💬

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do ✓

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summarize

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
  - Responsible for cleanliness and maintenance of one floor in the hotel.
  - Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 9.4.3: Interview FAQs

Unit Objectives ◎

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

Resources to be Used ⚙

- Participant Handbook

Say 💬

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

Do ✓

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

Role Play 🎭

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
    - What is your name?
    - Tell me something about yourself?
    - Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
    - How do you explain this huge time gap in your resume?
    - What is the reason for this?
    - Weren't you looking for a job or is it that no one selected you?

Say 💬

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
  - There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say 💬

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
  - Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say 💬

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, "I got along well with most of my faculty and peers."

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
    - What is your name?
    - Tell me something about yourself?
    - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
    - How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
    - Do you seriously mean that?

Say 💬

De-brief:

- Don't provide unreal and idealistic answers.

- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.

- You can say something like, "I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially."

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 5

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

Say 💬

De-brief:

- Politely apologize for being late.

- You can add something such as, "I assure you this is not a habit". All your future actions should be in line with this statement.

- Avoid giving any excuses.

- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.

- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
    - What is your name?
    - Tell me something about yourself?
    - Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
    - If you get this job, what salary package do you expect us to give you?

Say 💬

De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 7

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

Say 💬

De-brief:

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

Explain

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

Do ☑

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

Activity ⚙

Mock Interview Questions

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

Summarize 🔍

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 9.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

---

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say 💬

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness – Terms and Terminology" with the participants as given in the Participant Handbook.

Ask 🔵

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 💬

- Let's now continue the activity.

Team Activity 👥

Terms and Terminology

- This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2
With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief
• Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do ✓

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 💬

- Let's go ahead with the activity.

Team Activity 👥

Terms and Terminology

- The activity continues with the same group members.

Part 3
Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief
• Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do

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

Summarize

- Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 9.5: Understanding Entrepreneurship

Key Learning Outcomes

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 9.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives 🎯

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

• Discuss the concept of entrepreneurship
• Discuss the importance of entrepreneurship
• Discuss the characteristics of an entrepreneur
• Describe the different types of enterprises

Resources to be Used ⚙️

• Participant Handbook

Say 💬

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

Team Activity 🧑‍🤝‍🧑

Quiz Questions

1. Who is the founder of Reliance Industries?
   Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?
   Azim Premji
3. Who launched e-commerce website Flipkart?
   Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm?
   Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs?
   Bhavish Aggarwal
6. Who is the founder of Jugnoo?
   Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?
   Bhavish Aggarwal

Do ✓

• Tell them that you will ask them few questions about a few entrepreneurs.
• Divide the class in to two groups.
• In turns ask the quiz questions to the groups.
• If the answer is incorrect pass the question to the other group.
• Share the answer if the groups are not able to answer.
• Congratulate the participants who answered correctly.

Ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize

- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 9.5.2: Leadership and Teamwork

Unit Objectives

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

- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage participants to share their thoughts.
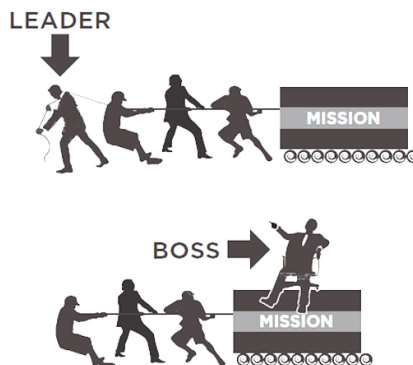
Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We."
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say 💬

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- "Out-of-the-box thinking" is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask

- Do you consider yourself a team player?

Team Activity

Long Chain
- This is a group activity.

Do ✓

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

Say 💬

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

Say 💬

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

Summarize

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

UNIT 9.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.
Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.
Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.
Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.
Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say 💬

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask (ask)

- How often do you hear these statements?
  - ◆ "You're not listening to me!"
  - ◆ "Why don't you let me finish what I'm saying?"
  - ◆ "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say 💬

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

Do ✓

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 2 ⚙

Riddles:

Is there any law against a man marrying his widow's sister?
If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?
Do they have a 26th of January in England?
If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?
The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?
There was an airplane crash. Every single person died, but two people survived. How is this possible?
If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?
A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.
You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.
Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.
First of all, you would light the match.
Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?
Every SINGLE person died, but those two were married.
You can't bury survivors under any law especially if they still have enough strength to object.
The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 3

Elevator Pitch:

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.

  1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?

  2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.

  3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.

  4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

  5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

  6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summarize

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 9.5.4: Problem Solving & Negotiation Skills

Unit Objectives ⌖

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be Used ⚙

- Participant Handbook

Ask (ask)

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say 💬

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

Ask (ask)

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say 💬

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity 👥

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do ✓

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

Say 💬

De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask

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

Say 💬

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

Ask

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

Say 💬

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

Summarize

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

Activity

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

Do ✓

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

Ask

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

Say

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

Ask

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

Say

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

Say

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

Role Play

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

Do

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

Problem solving Scenario 1

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

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize

• Wrap the unit up after summarizing the key points and answering questions.

UNIT 9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength	Weakness
What are your strengths?	What are your weaknesses?
What unique capabilities do you possess?	What do your competitors do better than you?
What do you do better than others?	
What do others perceive as your strengths?	

Opportunity	Threat
What trends may positively impact you?	Do you have solid financial support?
What opportunities are available to you?	What trends may negatively impact you?

Do ☑

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask 🗨

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize 🔍

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 9.5.6: Entrepreneurship Support Eco-System

Unit Objectives

At the end of this unit, participants will be able to:
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

- Making a poster showing the entrepreneurship support eco-system.

Do ☑

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

Activity De-brief

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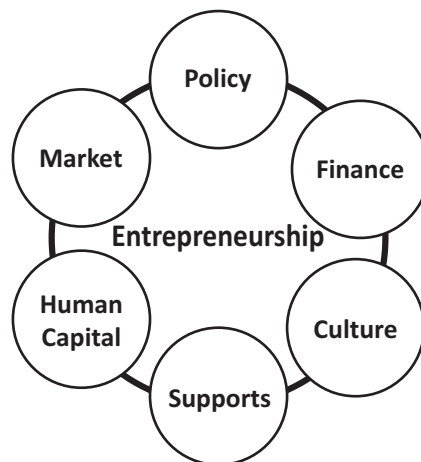
Ask 🗨

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

Say 💬

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

Team Activity 👥

- Presentation on key schemes to promote entrepreneurs

Do ☑

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

Activity De-brief

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

Summarize 🔍

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 9.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

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

Example

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

> Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.
>
> Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

> Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.
>
> Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

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

Team Activity

Risk Appetite

- This is a group activity.

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

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

Do

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

Ask

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

Example

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

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

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

> After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say 💬

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say 💬

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

Team Activity 👥

Entrepreneurship and Resilience

- This is a group activity.

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

Activity De-brief

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

Do ✓

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

Summarize 🔍

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 9.5.8: Success and Failures

Unit Objectives 🎯

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

• Discuss how to deal with failure

Resources to be Used ⚙️

• Participant Handbook

Ask 💬

• Have you heard the quote 'nothing is impossible'?

• What do you think it means?

• Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example 📍

• Let's have a look at this example.

> Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.
>
> When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say 💬

• How do you define success and failure?

• What is fear?

• Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask 💬

• Have you felt or experienced fear?

• What led you to feel that emotion?

• How did you handle it?

Say 💬

• Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 9.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 9.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives 🎯

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used ⚙️

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask 💬

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example 📍

- Let's have a look at this example.

  Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say 💬

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity 👥

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do ☑

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 💬

- By opening a tuition centre you are offering a service.

Ask 🗨

- What factors will you keep in mind before opening it?

Say 💬

- Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say 💬

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity 👥

4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
    1. Rural villagers
    2. Rural middle class
    3. Urban middle class
    4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do ☑

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
    1. Rural villagers
    2. Rural middle class
    3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 9.6.2: Business Entity Concepts

Unit Objectives 🎯

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

- Recall basic business terminology

Resources to be Used ⚙️

- Participant Handbook

Say 💬

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity ⚙️

- The activity is a quiz.

Do ✓

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize 🔍

- Summarize the unit by discussing the key points.

Notes for Facilitation 📝

QUESTIONS FOR THE QUIZ

1. What does B2B mean?

   Business to business

2. What is a financial report?

   A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

   A potential customer

4. How is working capital calculated?

   Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

    Valuation

6. You are buying a house. What type of transaction is it?

    Complex transaction

7. How will you calculate the net income?

    Revenue minus expenses

8. How is Return on Investment expressed?

    As percentage

9. How will you calculate the cost of goods sold?

    Cost of materials minus cost of outputs

10. What is revenue?

    Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

    This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

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

13. What are the three types of business transactions?

    Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as   .

    Depreciation

15. What are the two main types of capital?

    Debt and Equity

UNIT 9.6.3: CRM & Networking

Unit Objectives ⊚

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used ⚙

- Participant Handbook

Ask ⓐˢᵏ

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

Say 💬

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do ✓

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

Do ☑

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 💬

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity ⚙

Group Discussion
- Conduct a group discussion in the class on how they can do networking for their business.

Summarize 🔍

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

UNIT 9.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

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

Say

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

Ask

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

Do

- Ask few participants to share their business ideas.

Ask

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

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
    1. Create a business idea
    2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

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

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
    1. Executive Summary
    2. Business Description
    3. Market Analysis
    4. Organization and Management
    5. Service or Product Line
    6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

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

UNIT 9.6.5: Procedures and Formalities for Bank Finance

Unit Objectives 🎯

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

• Describe the procedure and formalities for applying for bank finance

Resources to be Used ⚙️

• Participant Handbook

• Bank loan/finance form sample

Ask 💬

• While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say 💬

• While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.

• Some of the funding options available in India are:

   ◆ **Bootstrapping**: Also called self-financing is the easiest way of financing

   ◆ **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.

   ◆ **Angel investors**: Individual or group of investors investing in the company

   ◆ **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.

   ◆ **Bank loans**: The most popular method in India.

   ◆ **Microfinance Providers or NBFCs**

   ◆ **Government programmes**

• Let us know discuss the most popular method i.e. bank finance in detail here.

Do ✓

• Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.

• Explain the details to be filled in a loan application form.

• Divide the class into groups. Give each group a loan application form.

• Ask the groups to discuss and fill the form.

Summarize 🔍

• Close the discussion by summarizing the important documents needed for bank loan.

• Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives 🎯

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

• Discuss how to manage their own enterprise

Resources to be Used ⚙️

• Participant Handbook

Ask 💬

• Having set-up a business, do you think it is possible to do everything on your own?

• Does one require trained persons for help?

• What does management mean?

Say 💬

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say 💬

• Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?

• Discuss "Enterprise Management – An Overview" with the participants as given in the Participant Handbook.

Say 💬

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity 👥

Enterprise Management

• This is a group activity.

• Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

• Have each group present their matrix.

• Encourage participants of the other groups to ask question about each other's presentation.

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

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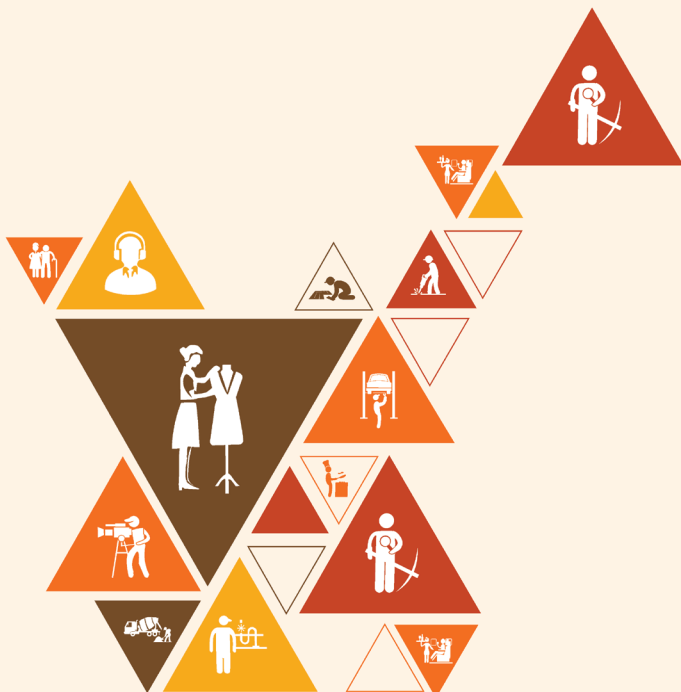- Then, we will have a class discussion on all the questions.

Do

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

Summarize

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.

10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	In-line Checker		
Qualification Pack Name & Ref. ID	AMH/Q 0102		
Version No.	1.0	**Version Update Date**	30/04/15
Pre-requisites to Training	8th Standard		
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Carry out in-line checking and other related activities 2. Maintain their immediate work area and the tools that they use 3. Maintain health, safety and security at a personnel and professional level 4. Understand and comply with industry, regulatory and organizational requirements		

SI. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.	Introduction and Orientation	Introduction to Apparel Sector	**Theory:** 1. Overview of Apparel Industry	Bridge Module	• Facilitator-led-Discussion	Organisation chart, Illustrations, Pen & paper exercise.	1:00 hr.
		Roles and responsibilities of a In-line Checker	**Theory:** 1. Job Description of a In-line Checker 2. Roles and Responsibilities of a In-line checker	Bridge Module	• Facilitator-led - session and discussion	Pen & paper exercise, role plays and flow charts.	2:00 hrs.
2.	Carry out in- line checking activities	Tools & Equipment Required	**Theory:** 1. Build an understanding of Basic Tools & Equipment used	AMH/N0105 PC1-PC3	• Facilitator-led - session and discussion	Pen & paper exercise, illustrations, various tools & equipment, etc.	3:00 hrs.
			Theory: 1. Explain the different parts and the working of various Sewing Equipment	AMH/N0105 PC1-PC3	• Facilitator-led - session and discussion	Pen & paper exercise, illustrations, schematic diagrams, various tools & equipment, etc.	3:00 hrs.
			Practical • Identify and apply different tools	AMH/N0105 PC1-PC3	• Practical lab	Schematic diagrams, Charts, Various tools, Pen & paper exercise.	8:00 hrs.
		Garment and their parts	**Theory:** 1. Build an understanding of Garments	AMH/N0105 P12-P15, KB5- KB6	• Demonstration using garments	Schematic diagrams, Charts, Pen & paper exercise and Illustration.	3:00 hrs.
			Theory: 1. Classification of different types of Garments	AMH/N0105 P12-P15, KB5- KB6	• Demonstration using garments	Schematic diagrams, Charts, Pen & paper exercise and Illustration.	3:00 hrs.
			Practical • Identify different parts of Garments	AMH/N0105 P12-P15, KB5- KB6	• Demonstration using garments	Schematic diagrams, Charts, Pen & paper exercise and Illustration	8:00 hrs.
			Theory: 1. Summarise the most commonly used fabrics in garments	AMH/N0105 PC14, KB8	• Demonstration using garments	Fabric swatch, various process flow charts, illustrations, images, etc.	3:00 hrs.
			Theory: 1. Create an understanding of Process Flow in Garment Manufacturing	AMH/N0105 PC2, PC4	• Demonstration using garments	Fabric swatch, various process flow charts, illustrations, images, etc.	3:00 hrs.
			Practical • Identify different types of Seams • Identify different types Stitches	AMH/N0105 PC12-PC15, KA4	• Facilitator-led - session and discussion • Use swatch files	Fabric swatch, various process flow charts, illustrations, images, Seam & stitch swatch files, illustrations and images	10:00 hrs.
		Common Defects in Garments	**Theory:** 1. Categorize different defects	AMH/N0105 PC12-PC15, KB3-KB8	• Facilitator-led - session and discussion • Use swatch files	Defects swatch file/ charts, illustrations and images	3:00 hrs.
			Theory: 1. Examine different type of Faults & Defects (Pre-production, Stitching, Fabric) 2. Rectification of Defects	AMH/N0105 PC12-PC15, KB3-KB8	• Facilitator-led - session and discussion • Use swatch files	Defects swatch file/ charts, illustrations and images	3:00 hrs.

			• **Practical** • Identify and list various type of defects	AMH/N0105 PC12-PC15, KB3-KB8	• Facilitator-led - session and discussion • Use swatch files	Defects swatch file/ charts, illustrations, images, etc.	10:00 hrs.
		Garment and Quality	**Theory:** 1. Explain the quality structure of the organisation 2. Build an understanding of quality and its involvement in various steps of garment manufacturing	AMH/N0105 PC8-PC15, KA1- KA10, KB10	• Facilitator-led - session and discussion	Flow charts and process charts	3:00 hrs.
			• **Practical** • Take part in the Garment inspection process	AMH/N0105 PC4-PC15, KA1- KA3, KB1-KB11	• Demonstration in the Practical Lab • Facilitator-led-discussion	Process charts, illustrations, garment and inspection table	10:00 hrs.
			• **Practical** • Identify defects when inspecting garments	AMH/N0105 PC8-PC15, KB3- KB4	• Demonstration in the Practical Lab • Facilitator-led-discussion	Defect swatch file, garments and inspection table	10:00 hrs.
			Theory: 1. Outline the process of Bundling & Labelling of Cut Components	AMH/N0105 PC6-PC7, KB1- KB2	• Demonstration in the Practical Lab • Facilitator-led-discussion	Components bundles, labels, process chart and illustration	3:00 hrs.
			Theory: 1. Illustrate Zone-wise Defects	AMH/N0105, PC5, PC8-PC9, KB1-KB2	• Demonstration in the Practical Lab • Facilitator-led-discussion	Zone wise defect charts, garments, etc.	3:00 hrs.
		Garment Sizes	**Theory:** 1. Develop an understanding about Size Chart 2. Explain the terms used in size chart	AMH/N0105 KB1-KB2, KA7- KA10	• Demonstration in the Practical Lab • Facilitator-led-discussion	Various size charts, garments, process chart, pen & paper exercise, etc.	3:00 hrs.
			• **Practical** • Identify different garment part and its associated term (Dress, Jumpsuits, Skirts, Kurta, Innerwear, Swimwear, Blouse, Kidswear etc)	AMH/N0105 P12-P15, KB5- KB6	• Facilitator-led - session and discussion	Various garments, schematic diagram, illustration, etc.	10:00 hrs.
		Measurements	**Theory:** 1. Show the specific points to measure in garments	AMH/N0105 PC12, PC15, KA7-KA10	• Facilitator-led - session and discussion	Process charts, schematic diagram, illustration, various garments, etc.	3:00 hrs.
			• **Practical** • Make use of conversion tables and do basic calculations	AMH/N0105 KB11	• Facilitator-led - session and discussion	Conversion Table, process charts, etc.	6:00 hrs.
			• **Practical** • Demonstrate the procedure of measuring specific points in Shirt	AMH/N0105 PC12, PC15, KA7-KA10	• Facilitator-led - session and discussion	Shirts, measurement tape, measurement charts, conversion tables, etc.	6:00 hrs.
			• **Practical** • Demonstrate the procedure of measuring specific points in Trouser	AMH/N0105 PC12, PC15, KA7-KA10	• Facilitator-led - session and discussion	Trousers, measurement tape, measurement charts, conversion tables, etc.	6:00 hrs.

			Theory: • Explain the In-line checking procedure	AMH/N0105 PC1-PC15, KA1- KA10, KB1-KB11	• Facilitator-led - session and discussion	Process chart, schematic diagram, measurement tape, measurement charts, conversion tables, etc.	3:00 hrs.

		Inspection or Checking Procedure	**Practical**
			• Apply in-line checking according to set procedures
			  » Identify defects
			  » Examine garment parts
			  » Analyze quality
			  » Label any defects
				AMH/N0105 PC1-PC15, KA1- KA10, KB1-KB11	• Facilitator-led - session and discussion	Process chart, schematic diagram, measurement tape, measurement charts and conversion tables	8:00 hrs.

			Practical • Take part in performing in-line checking at desired speed and achieve low error rates	AMH/N0105 PC1-PC15, KA1- KA10, KB1-KB11	• Facilitator-led - session and discussion	Process chart, schematic diagram, measurement tape, measurement charts and conversion tables	9:00 hrs.

			Practical
			• Show Roving Quality Check
			  » Purpose of roving
			  » Methods of roving
				AMH/N0105	• Facilitator-led - session and discussion	Process charts, schematic diagrams, illustrations, charts and images	8:00 hrs.

			Theory: 1. Explain the Sampling Plan 2. Relate with AQL and its importance	AMH/N0105	• Facilitator-led - session and discussion	Process charts, schematic diagrams, illustrations, charts and images	3:00 hrs.

			Practical
			• Take part in Sampling using different methods
			  » Single Sampling Plan
			  » Double Sampling Plan
			  » Arbitrary Plan
			  » Statistical Sampling
				AMH/N0105	• Facilitator-led - session and discussion	Process charts, schematic diagrams, illustrations, charts and images	8:00 hrs.

			Practical • Demonstrate basic defect rectification	AMH/N0105 PC12-PC15, KB3-KB8	• Facilitator-led - session and discussion	Process charts, schematic diagrams, illustrations, charts and images	8:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	AMH/N0105	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
3.	Maintain work – area, tools and machines	Maintain Work area, Tools and Machines	**Theory:** 1. Illustrate the importance of tool cleanliness and maintenance	AMH/N 0102 PC1,PC4-PC5, PC10-PC13, KB8-KB9	• Facilitator-led - session and discussion	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.

			Theory: 1. Interpret the importance of Preventive & Running maintenance of machine & tools	AMH/N 0102 PC6- PC7, KB6	• Facilitator-led - session and discussion	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.
			Theory: 1. List the methods of minimization of waste 2. Elaborate on safe waste disposal in the designated location	AMH/N 0102 PC3- PC4, PC11, KB5	• Facilitator-led - session and discussion	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.
			Theory: 1. Elaborate towards purpose and benefits of maintaining hazard free workplace	AMH/N 0102 PC4, PC8-PC9, KA1-KA2	• Facilitator-led - session and discussion	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.
			Practical • Demonstrate process to maintain your tools while working	AMH/N 0102 PC1- PC2, PC5- PC8, KB6-KB9	• Practical Lab	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	10:00 hrs.
			Practical • Show workplace maintenance	AMH/N 0102 PC1- PC2, PC5- PC8, KB6-KB9	• Practical Lab	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	10:00 hrs.
			Practical • Demonstrate ways to minimise garment waste	AMH/N 0102 PC3- PC4, PC11, KB5	• Practical Lab	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	10:00 hrs.
			Practical • Make use of common cleaning products	AMH/N 0102 PC10, PC13, KB8-KB9	• Practical Lab	Tools & equipments, process charts, tools & equipments, documents, charts, etc.	10:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	AMH/N 0102	• Facilitator led question- answer session • Evaluate the learner for their understanding & proficiency of the module Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
4.	Maintaining Health, Safety and Security at Workplace	Maintaining Health, Safety and Security at Workplace	**Theory:** 1. Elaborate on health & safety related instructions at the workplace	AMH/N1409 PC1- PC18, KA1- KA10, KB1-KB7	• Facilitator-led - session and discussion	Charts of good personal health practices and note pad	2:00 hrs.
			Theory: 1. Identification and usage of Personal Protective Equipment	AMH/N1409 PC2, KB2	• Facilitator-led - session and discussion	Chart for PPE and note pad	2:00 hrs.
			Theory: 1. Elaborate on probable hazards at the workplace and handling them	AMH/N1409 PC10, PC13- PC14, KA1-KA10	• Facilitator-led - session and discussion	Process charts.	2:00 hrs.

			Theory: 1. Summarise probable machine/equipment malfunctions	AMH/N1409 PC12-PC14	• Facilitator-led - session and discussion	Diagrams, charts, etc.	2:00 hrs.
			Theory: 1. Discuss first Aid & its application	AMH/N1409 PC16, KA9-KA10	• Facilitator-led - session and discussion	Chart for First Aid materialsand First Aid Box	2:00 hrs.
			Practical • Demonstrate wearing and taking off PPE	AMH/N1409 PC2, KB2	• Practical Lab	Process charts, flow charts and Various PPEs	2:00 hrs.
			Practical • Take part in Mock Drills / Evacuation • Make use of First Aid	AMH/N1409 PC15-PC18, KA6-KA10	• Practical Lab	Mock drill video, mock drill charts and first aid box	2:00 hrs.
			Practical • Take part in periodic walkthrough for hazard identification	AMH/N1409 PC13, KA6-KA8	• Practical Lab	Tools & equipment, documents, charts, etc.	2:00 hrs.
			Practical • Apply emergency preparedness & response • Identify safety signs at workplace	AMH/N1409 PC12-PC18, KA1-KA10, KB1- KB5	• Practical Lab	Mock drill video, mock drill charts and first aid box	2:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	AMH/N1409	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
5.	Comply with Industry, Regulatory and Organizational Requirements	Comply with Industry, Regulatory and Organizational Requirements	**Theory:** 1. Elaborate general policies and regulations in the Apparel Industry	AMH/N0104 PC1-PC5, KA1- KA5, KB1-KB3	• Facilitator-led – discussion	Illustration, images, etc.	2:00 hrs.
			Theory: 1. Support to supervisors and team members	AMH/N0104 PC3-PC4, KB2	• Facilitator-led – discussion	Illustration, images, process charts, pen & paper exercise, etc.	3:00 hrs
			Practical • Identify and report any policy deviation	AMH/N0104 PC5, KA4, KB2	• Role Plays/ team Work	Illustration, images, process charts, pen & paper exercise, etc.	2:00 hrs.
			Practical • Demonstrate skills to work in a team	AMH/N0104 PC5, KA4, KB2	• Role Plays/ team Work	Team building exercises and games, documents, charts, etc.	3:00 hrs.
			Theory: 1. Explain the role of APEC in Indian Garment Industry	AMH/N0104	• Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	3:00 hrs.

			Theory: 1. Examine the significance of compliance in Indian Garment Industry	AMH/N0104	• Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	2:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	AMH/N0104	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
6.	Soft Skills and Communicatio n Skills	Soft Skills and Communication Skills	**Theory:** 1. Explain body language and non verbal communication 2. Discuss about conducting self in interview 3. Explain anger and conflict management	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	1:00 hr.
			Theory: 1. Explain towards managing job related stress effectively 2. Build an understanding about work ethics	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	1:00 hr.
			Theory: 1. Develop awareness towards AIDS 2. Discuss the importance of health and hygiene 3. Develop awareness about ill effects of alcohol and tobacco.	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	1:00 hr.
			Practical • Demonstrate grooming and hygiene • Apply time management skills • Apply resume preparation skills • Demonstrate for Interview Preparation skills	Bridge Module	• Facilitator-led - session and discussion	Grooming videos, grooming charts, resume templates, documents, charts, etc.	2:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	Bridge Module	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-

7.	First Aid and CPR	First Aid and CPR	**Theory:** 1. Develop an understanding of using appropriate first aid 2. Explain the procedures of doing CPR	Bridge Module	• Facilitator-led - session and discussion	Process chart, schematic diagram, pen & paper exercise, charts and images	2:00 hrs.
			Practical • Demonstrate skill to provide first aid assistance • Apply Splints • Perform CPR	Bridge Module	• Practical Lab	Process chart, schematic diagram, pen & paper exercise, charts, images and first aid kit	5:00 hrs.
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	Bridge Module	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
8.	IT Skills	Introduction to Computer	**Theory:** 1. Discuss computer & computer peripherals 2. Discuss the advantages and disadvantages of computer	Digital Literacy	• Facilitator-led - session and discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Basic Computer Knowledge	**Theory:** 1. Explain how to perform simple tasks using computer	Digital Literacy	• Facilitator-led - session and discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Components of Computer	**Theory:** 1. Identify and use different parts and components of computer	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Concept of Operating System	**Theory:** 1. Discuss about operating windows and doing simple tasks	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		MS Word	**Theory:** 1. Explain the procedure of writing and printing a document	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		MS Power Point	**Theory:** 1. Explain formatting a slide and making a presentation using MS – PowerPoint.	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		MS Excel	**Theory:** 1. Explain formatting cell contents and other features in MS-Excel	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Internet Concepts	**Theory:** 1. List methods of using the internet to gather information	Digital Literacy	• Facilitator-led – discussion	Computer, computer peripherals, schematic diagrams, charts, images and illustration	

		Establishing Learner's Understanding	• Analyze and examine learning confirmation	Digital Literacy	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	
9.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	**Theory:** 1. Build awareness towards maintain health & hygiene 2. Develop life skills 3. Elaborate on self analysis & self motivation 4. Explain stress & anger management 5. Illustrate the qualities of a successful Entrepreneur 6. Discuss the right way of conducting self in workplace 7. Discuss about work ethics	Bridge Module	• Charts, images and illustration	Charts, images and illustration	
		Digital Literacy: A Recap	**Theory:** 1. Basic parts of computer & computer peripherals 2. Basic computer terminology 3. Basic computer application (MS office, Outlook, Internet) 4. Basic features of using e- commerce	Bridge Module	• Facilitator-led – discussion	Charts, images and illustration	
		Money Matters	**Theory:** 1. Discuss opening and operating a bank account 2. Discuss the importance and methods of savings 3. Discuss about investment options 4. Discuss about Insurance products 5. Discuss about cost of operations 6. Discuss about types of Fund Transfer	Bridge Module	• Facilitator-led – discussion	Charts, images and illustration	

		Preparing for Employment and Self Employment	**Theory:** 1. Discuss the steps to prepare for an interview 2. Discuss the steps to create an effective Resume 3. Discuss the most frequently asked interview questions 4. Discuss how to answer the most frequently asked interview questions 5. Discuss basic workplace terminology	Bridge Module	• Facilitator-led – discussion	Charts, images, illustration and resume templates	
		Understanding Entrepreneurship	**Theory:** 1. Discuss the concept ad characteristics of entrepreneurship 2. Describe the different types of enterprises 3. Elaborate on establishing effective leadership 4. Discuss about skills for undertaking team work 5. Explain importance of effective communication 6. Discuss about Negotiation Skills and Conflict Resolution 7. Explain about Entrepreneurship ecosystem in India	Bridge Module	• Facilitator-led – discussion	Charts, images and illustration	
		Preparing to be an Entrepreneur	**Theory:** 1. Explain basic marketing skills 2. Recall basic business terminology 3. Explain CRM and its importance 4. Elaborate on setting and achieving goals 5. Discuss the procedure of making a business plan 6. List steps in carrying out a market research 7. Explain Business & Financial Planning Process 8. Discuss about ways of managing a enterprise	Bridge Module	• Facilitator-led – discussion	Charts, images and illustration	
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	Bridge Module	• Facilitator led question-answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for In-line Checker	
Job Role	In-line Checker
Qualification Pack	AMH/Q0102
Sector Skill Council	APPAREL, MADE-UP'S AND HOME FURNISHING

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 in QP
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

				Marks Allocation		
		Total Marks 350	Out Of	Theory	Skills Practical	Viva
1. AMH/N0105 Carryout in-line checking activities	PC1. Check that the work area is free from hazards	100	4	1	2	1
	PC2. Follow the instructions on the work ticket/ job card		4	2	1	1
	PC3. Ensure the cleanliness of the tools (Sticker, Marker, Rubber Band, Pattern, etc) and equipments as per the work instruction		7	1	5	1
	PC4. Assist in carrying out foundation inspection safely and at a rate which maintains work flow and meets production targets		5	3	1	1
	PC5. Visually inspect the cut component for any defects		10	1	7	2
	PC6. Bundle and label the cut components		7	1	5	1

	PC7. Store the cut components in specified manner, to ensure that the quality is preserved		7	1	5	1
	PC8. Document if any defects are identified		7	5	1	1
	PC9. Inform the appropriate people in case of any defect identified		7	1	5	1
	PC10. Identify problems and resolve issues within limits of your own responsibility		7	1	5	1
	PC11. Report problems outside area of responsibility to the appropriate person		7	2	4	1
	PC12. Visually inspect the garment parts for basic quality conformance		7	1	5	1
	PC13. Identify stitch faults in the garment parts and inform as per the specified procedure		7	1	5	1
	PC14. Identify fabric faults in the garment parts and inform as per the specified procedure		7	1	5	1
	PC15. Ensure the garment parts are handled in an appropriate manner		7	1	4	2
		Total	**100**	**23**	**60**	**17**
2. AMH/N0106 Maintain work area and tools	PC1. Handle materials and tools safely and correctly		10	2	5	3
	PC2. Use correct lifting and handling procedures		10	3	4	3
	PC3. Use materials to minimize waste		10	2.5	3	4.5
	PC4. Maintain a clean and hazard free working area	**100**	7	2.5	2	2.5
	PC5. Maintain tools and equipment's		10	3	5	2
	PC6. Carry out running maintenance within agreed schedules		5	1	2	2
	PC7. Carry out maintenance and/or cleaning within one's responsibility		10	2	4	4
	PC8. Report unsafe equipment and other dangerous occurrences		8	2	4	2
	PC9. Work in a comfortable position with the correct posture		5	1	3	1

	PC10. Use cleaning equipment and methods appropriate for the work to be carried out		5	2	1	2
	PC11. Dispose of waste safely in the designated location		5	1	3	1
	PC12. Store cleaning equipment safely after use		10	3	5	2
	PC13. Carry out cleaning according to schedules and limits of responsibility		5	2	2	1
		Total	**100**	**27**	**43**	**30**
3. AMH/N0103 Maintain health, safety and security at workplace	PC1. Comply with health and safety related instructions applicable to the workplace		12	7	2	3
	PC2. Use and maintain personal protective equipment as per protocol		6	4	1	1
	PC3. Carry out own activities in line with approved guidelines and procedures		4	2	1	1
	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants		6	4	1	1
	PC5. Follow environment management system related procedures		6	4	1	1
	PC6. Identify and correct (if possible) malfunctions in machinery and equipment		4	1	2	1
	PC7. Report any service malfunctions that cannot be rectified		4	2	1	1
	PC8. Store materials and equipment in line with manufacturer's and organizational requirements		4	1	2	1
	PC9. Safely handle and move waste and debris		4	1	2	1
	PC10. Minimize health and safety risks to self and others due to own actions	**100**	6	2	2	2
	PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks		8	2	3	3

	PC12. Monitor the workplace and work processes for potential risks and threats		4	1	2	1
	PC13. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned		4	1	2	1
	PC14. Report hazards and potential risks/ threats to supervisors or other authorized personnel		4	1	2	1
	PC15. Participate in mock drills/ evacuation procedures organized at the workplace		4	1	2	1
	PC16. Undertake first aid, fire-fighting and emergency response training, if asked to do so		12	3	7	2
	PC17. Take action based on instructions in the event of fire, emergencies or accidents		4	1	2	1
	PC18. Follow organization procedures for shutdown and evacuation when required		4	2	1	1
		Total	**100**	**40**	**36**	**24**
4. AMH/N0104 Comply with industry, regulatory and organizational requirements	PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures		10	4	4	2
	PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel	**50**	10	5	1	4
	PC3. Apply and follow these policies and procedures within your work practices		10	1	1	8
	PC4. Provide support to your supervisor and team members in enforcing these considerations		10	2	3	5
	PC5. Identify and report any possible deviation to these requirements		10	3	2	5
		Total	**50**	**15**	**11**	**24**
	Grand Total		**350**	**105**	**150**	**95**

Do ☑

- Explain each Guideline for Assessment in detail

- Explain the score that each trainee needs to obtain

- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.

- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.

Skill India
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