



# Facilitator Guide



Sector  
Apparel / Made-Up's /  
Home Furnishing

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

Occupation  
Packer

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Packer  
(Divyangjan)

for Locomotor Disability (LD)  
for Speech and Hearing Impaired (SHI)  
for Low Vision (LV)

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### Note: SCPwD

SCPwD has borrowed the qualification of Packer from Apparel, Made-Ups & Home Furnishing

Sector Skill Council which is approved by NCVET in the 04th meeting of NSQC on 24th December, 2020 (Link of MOM)

<https://ncvet.gov.in/wp-content/uploads/2023/01/Minutes-of-4th-NSQC-Meeting.pdf>

And uploaded on NQR [WWW.nqr.gov.in](http://WWW.nqr.gov.in)

The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.

LD - 2020/PWD/SCPWD/04035

SHI - 2020/PWD/SCPWD/04034

LV - 2020/PWD/SCPWD/04033





**Shri Narendra Modi**  
Prime Minister of India

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



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## About this Guide

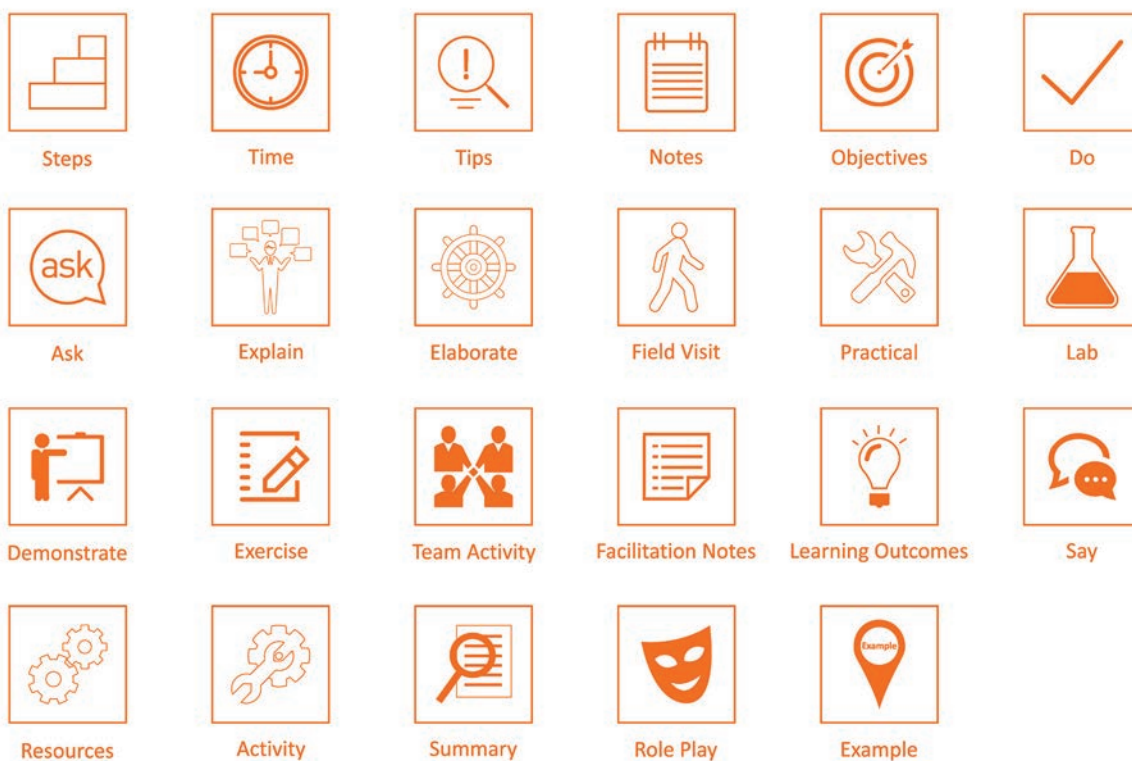
This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

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

- Plan and Organize packing processes
- Carry out the process of packing
- Maintain health, safety and security in the packing department
- Maintain workarea, tools and machines
- Comply with industry, regulatory and organizational requirements

The symbols used in this book are described below.

## Symbols Used





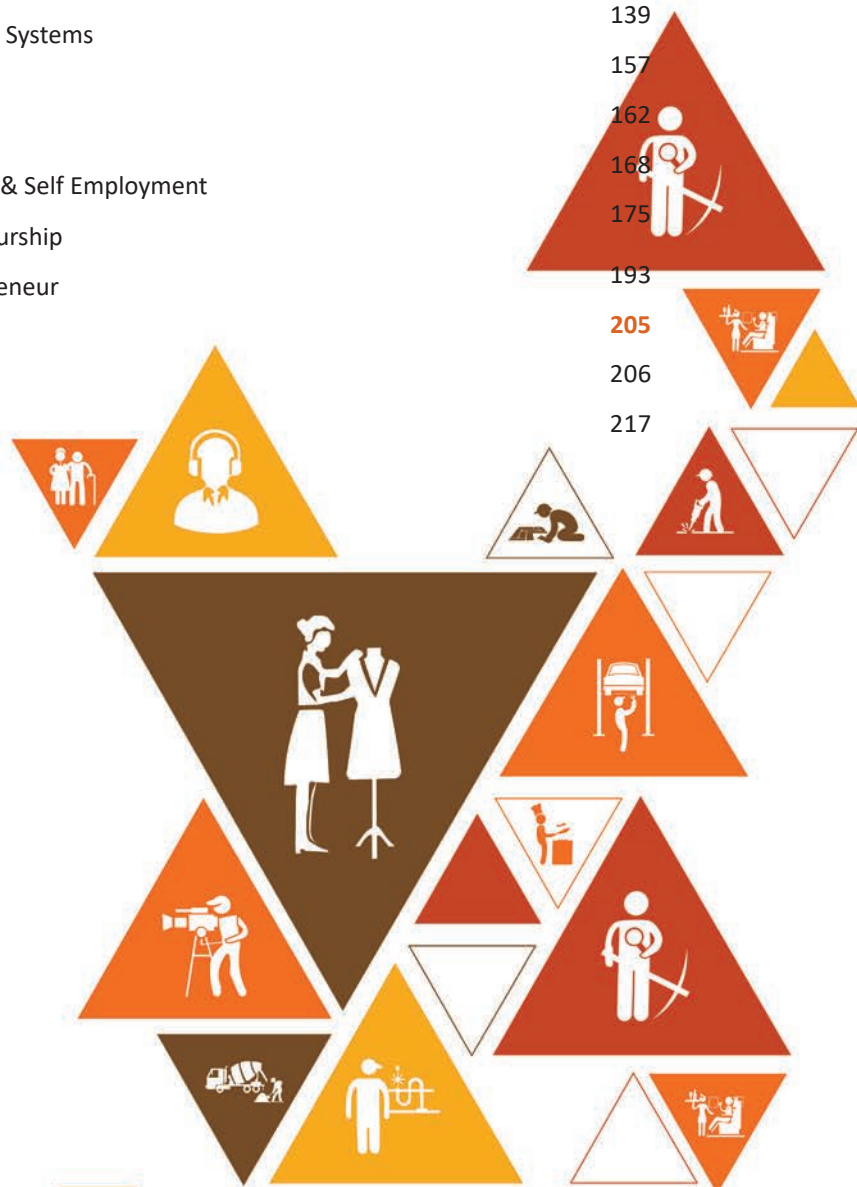
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## General Instructions for Trainers

### Example:

1. Read the Trainers Guide carefully before conducting the training. Familiarise yourself thoroughly with the domain knowledge as well as instructional style.
2. Ensure familiarity with the local language and culture.
3. Always enter the class at least 10 minutes before session is due to start
4. Ensure all material/ aids/equipment required for the training and activities (as per checklist) are ready and available, in advance.
5. Carry out attendance check at the start of every session/ day. Keep track of absentees.
6. Ensure all participants complete the required assessments. Maintain a careful record of assessment scores for every participant.
7. Always encourage participants. Never discourage participants from actively engaging in discussions.
8. Follow the lesson plan/ session plan strictly. Bring any deviations to the notice of the Head of the Institution.
9. Ensure key learnings are captured at the end of each session.
10. Regularly check participants work books to ensure all exercises are being completed on time.
11. -----
12. -----





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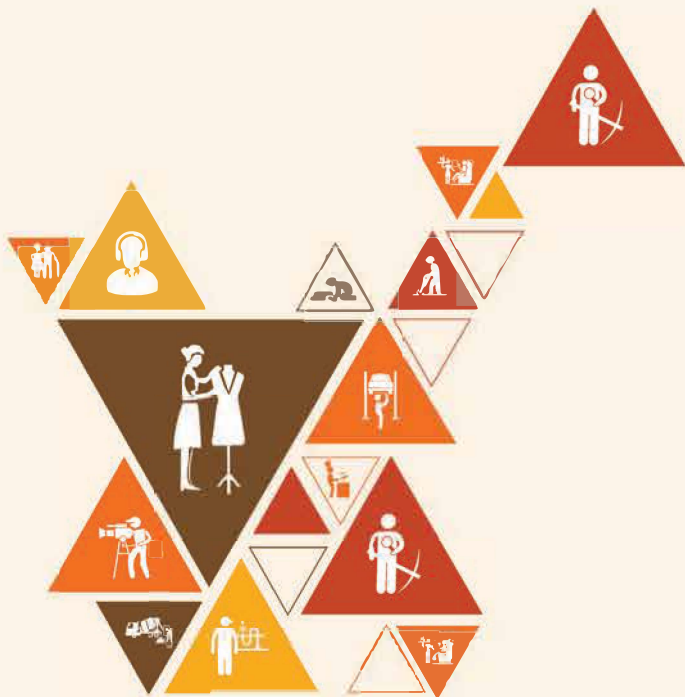
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# 1. Orientation and Introduction

Unit 1.1 - Apparel Industry and Role of a Packer



## Key Learning Outcomes

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

1. Familiarize with the Apparel Sector
2. Identify the roles and responsibilities of a Packer

## UNIT 1.1: Apparel Industry and Role of a Packer

### Unit Objectives

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

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

### Resources to be Used

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

### Do

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

### Say

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

## Elaborate

### Apparel Sector – Industry Overview

Indian Textile and Clothing (Apparel) industry is the second largest manufacturer in the world. The Indian textiles and clothing sector is expected to grow at 10.01 percent in the next 10 years from the current value of INR3.92 lakh crores in 2012–13 to INR10.54 lakh crores in 2021–22. Of these, the garments sector is estimated to grow at an average rate of 15.44 percent over the years, thereby accounting for about 70 percent of the total production

The Indian textile sub-sector has traditionally been contributing significantly to the economy and manpower as well as to the structural changes in the manufacturing sector. As of 2012, the sector contributed 4 percent of the GDP, 32 percent of the manufacturing sector and 9 percent of total exports. The sector's output is expected to grow at an annual average rate of 10 percent in the next 10 years, thereby increasing its worth to INR 10.5 lakh crores in 2022. Several factors that would contribute to the growth would include:

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

## Say

- Tell the participants about the roles and duties of a packer in garment industry.
- Convey them the responsibilities of a packer.

## Elaborate

- Understand the packing mode and styles as per customer instructions.
- Arrange for all essential materials and accessories required for packing.
- Identify the tools and equipment's required for packing.
- Identify the buyer's needs and follow the checklist for packing.
- Segregate damaged and defective goods and rectify repairable faults.
- Maintain accurate packing records.
- Ensure that the packed materials are stored safely and securely in the warehouse.
- Weigh packed materials and arrange them in cartons.
- Mark and label cartons.
- Measure, weigh, and count products and materials.
- Record product, packaging, and order information on specified forms and records.
- Prepare for the dispatch of the materials.
- Communicate effectively with supervisors and co-workers.



## Activity- Ice Breaking



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

## Notes for Facilitation



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





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## 2. Plan and Organize Packing Processes

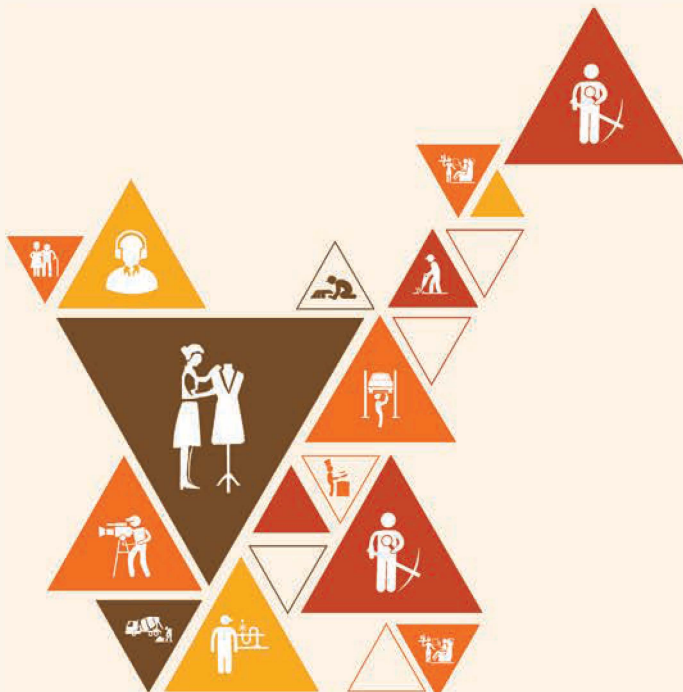
Unit 2.1 - Finishing Department Workflow

Unit 2.2 - Packing and Objectives of Packing

Unit 2.3 - Different Methods of Packing

Unit 2.4 - Materials and Accessories Required for Packing

Unit 2.5 - Different Carton Packing Types and Carton Sizes



AMH/N1407

## Key Learning Outcomes

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

1. Identify and understand the material required for packing
2. Understand different methods of packing
3. Identify and use correct cartons for packing goods

## UNIT 2.1: Finishing Department Workflow

### Unit Objectives

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

1. Understand the garment finishing workflow
2. Familiarize with various processes in packing

### Resources to be Used

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

### Do

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

### Say

- Convince the participants the process and workflow of finishing department.

## Elaborate



- Thread Cutting
- Initial Checking
- Pressing
- Tagging
- Folding and packing
- Packing to box
- Dispatch shipment

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

## Activity- Compression Moulding Machine



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
Group Discussion on the activities undertaken in the Finishing Department	2 hours	A4 sheets,

## Notes for Facilitation



- Summarise the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.



## UNIT 2.2: Packing and Objectives of Packing

### Unit Objectives

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

1. Understand objectives of packing
2. Familiarize with packing process flow

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the objectives of packaging.
- Let them understand the packing flow chart.

### Elaborate

#### Objectives of Packing

- Protection of the garment
- Identification of product

- Product promotion
- Security
- Convince

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

## Activity- Compression Moulding Machine



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Group Discussion on the objectives of packing</li> <li>• Group activity packing process flow - divide class in 4-5 groups and each group will draw the packing process flow on the white board and elaborate on the various steps</li> </ul>	4 hours	A4 sheets, marker, duster

## Notes for Facilitation



- Summarise the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 2.3: Different Methods of Packing

### Unit Objectives

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

1. Identify and understand different methods of packing

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the various methods of packing which are followed by the finishing section. The packer has to pack the garment as per the method preferred by the buyer.

### Elaborate

#### Packing Types

Following is the most used packing types:

1. Stand up pack
2. Flat Pack

3. Hanger Pack
4. Dead Man Pack

#### Stand Up Pack

- This type of packing is normally used for shirts.
- Tissue paper, back support clips, Inner collar, PUC outer portion and butterfly are some of the materials used in this style of packing.

#### Flat Pack

- This method of packing is mainly used for ladies garments. It is very similar to the Stand Up pack method, but lesser packing materials are used.

#### Hanger Pack

- It is a popular method used for packing Blazers, coats, pants and children's garments . The garment is packed and transported by hanging it on a hanger.

#### Dead Man Pack

- This method of packing is used for shirts. The sleeves are folded in the front or back of the shirt and pinned together and the garment is then folded in the centre.

#### Specialty Packing

Decorative/special packaging for goods especially for gifting purpose is known as specialty packing. This packing enhances the beauty of the products/gifts.

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

## Activity- Compression Moulding Machine



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Performing packing using following methods:               <ul style="list-style-type: none"> <li>» Stand up pack</li> <li>» Flat Pack</li> <li>» Hanger Pack</li> <li>» Dead Man Pack</li> <li>» Speciality Packing</li> </ul> </li> </ul>	4 hours	Packing boxes, tissue papers, support clips, PUC, innerwear, polybags , hangers, blazers (coats), pants, shirts, pins, ribbons, colourful packing boxes

## Notes for Facilitation

- Summarise the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 2.4: Materials and Accessories Required for Packing

### Unit Objectives

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

1. Identify material and accessories required for packing
2. Use material and accessories required for packing

### Resources to be Used

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

### Do

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

### Say

- Tell the participants that materials and accessories are very important to support the process of packing. The main purpose of packing materials and accessories are to improve the quality of the garment and to make the garment look attractive and presentable. It also protects the garment from dust, water and other elements.



## Elaborate



### Materials and Accessories Required for Packing

The following are the most popularly used materials and accessories:

**Poly Bag:** Poly bags are used for all types of packing. There are different types of poly bags used for different packing methods:

**Plain poly bag:** It is used to pack all kinds of garments and is widely used in the industry.

**Gazetted Poly bag:** Is a larger poly bag and has an extra 2 inch width which extends from the top layer of the bag at the mouth portion of the bag.

**Poly bag with hangers:** Is used both in hanger pack as well as stand up pack.

**Back Support Board:** This is used to achieve correct folding size both in flat pack and stand up packing methods. It is made of cardboard and placed under the garment. The back support enhances the shape of the garment and makes

**Inner Collar Band:** It is made of plastic. It is used for packing shirts and is placed inside the shirt collar to provide support to the collar and give it a good shape.

**Outer Collar Band:** It is made of poly vinyl chloride sheet and is used along with the inner collar band to provide support to the collar.

**Butterfly:** It is used to give a raised appearance to the collar points to enhance its presentation. It is used on the neck button between the collar points. Single layer, double layer and bubbled butterfly are the different types of butterflies used by packers.

**Plastic Clips:** Plastic clips are used to hold the folded edges of the garment in position. It is made out of plastic. Depending on the required firmness of the grip, Plain and gripper type are the different types of plastic clips used by the packers. The gripper type gives a firmer grip than the plain type.

**Pins:** Are made out of metal and is used to join two parts of a garment together. It holds the fold of a garment firmly and ensures that the fold stays in place. Plain and ball head type are the two different types of pins used by packers.

**Tissue Paper:** It is used in all types of packing to ensure that the pressed garments remain crease free.

**Crepe Paper:** Crepe paper is used to prevent creasing and crushing of a garment.

**Cello Tape:** It is an adhesive tape used for sealing the carton.

**Clothes Hanger:** It is used mainly for the hanger pack method of packing.

**Hand Tags:** Hand tags are an information card which is attached to the garment.

**Photo-in-lay:** Photo of the packed garment on the packet.

**Carton:** Carton is the most important container for shipment of the goods.

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

## Activity- Compression Moulding Machine

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Identifying material used in packing – Each participant will identify the material and create a list and briefly describe the purpose of each</li> </ul>	2 hours	Polybag (plain, gazetted, polybags with hangers), back support board, inner collar band, outer collar band, butterfly, plastic clips, pins, tissue paper, crepe paper, cello tape, clothes hanger, hand tag, photo-in-lay, cartons, A4 sheets

## Notes for Facilitation

- Summarise the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 2.5: Different Carton Packing Types and Carton Sizes

### Unit Objectives

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

1. Identify different cartons for packing goods
2. Use correct cartons for packing goods

### Resources to be Used

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

### Do

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

### Say

- Tell the participants that garments are delivered to the buyer in cartons. Garments in poly bags are kept in a carton as per instruction of the buyer. Garments are loaded in cartons in a designated proportion of size and color. This proportion is called assortment. Maintaining the designated assortment is very important. This shows what sizes and colours should go with each carton.

## Elaborate



### The most used carton packing types

**Solid colour solid size pack:** All garments are of same size and color (For example, Garments-42, color-Red, Size-Small).

**Solid colour assorted size pack:** According to this strategy all the garments are of the same color but there is a variation of sizes (For Example, Garments-42, Color-Red, Size- Small, Medium and long ratio with1:2:1)

**Assorted colour solid size pack:** The colour of the garments is different but the size is same (Garments- 42, Size-medium, Color-Red and Blue)

**Assorted colour assorted size pack:** Garments are of different colors and sizes (Garments-42, Color-Red and blue, Size-Small and Medium)

Example of an assorted packing order:

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

## Say



Ask the participants that carton is the most important container for shipment of the goods. Buyer generally gives written instruction as to the construction of the cartons. Cartons should be adequately strong so that they can carry the garments to the buyer in far off countries without getting damaged. Some buyer also likes to use additional ply board to increase protection of their goods.

## Elaborate



### Types of Carton

**Folding Cartons:** Folding cartons (paperboard cartons, or paperboard boxes) are some of the most common types of boxes for packing.

**Rigid Boxes:** Rigid boxes (set-up boxes) are tougher and do not fold or collapse as folding cartons do.

**Corrugated Boxes:** Corrugated boxes are commonly referred to as brown cardboard boxes and are used for outermost packing. Cartons are made of multiple plies of the special type of paper. Number of plies indicates the quality of the carton.

- 3 plies
- 5 plies
- 7 plies

The packages are packed into small cartons called inner cartons and placed inside the main or master cartons. This way of packaging keeps the garment safe and away from damage.

### Inner carton

Inner cartons are smaller cartons. An outer carton often contains a number of inner cartons. For example, an outer carton must contain forty shirts and they should be divided into four inner cartons.

**Master carton**

The master carton is the outer carton which holds all the smaller inner cartons.

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

**Activity- Compression Moulding Machine**

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Identifying various carton packing types used in packing - Each participant will identify the type and briefly describe the purpose of each</li> <li>• Identify various cartons based on size and type - Each participant will identify the cartons of different sizes and types and briefly describe the purpose of each</li> </ul>	2 hours	Solid colour solid size pack, solid colour assorted size pack, assorted colour solid size pack, assorted colour assorted size pack, folding cartons, rigid boxes, corrugated boxes, 3, 5 and 7 plie cartons, master carton, A4 sheets

**Notes for Facilitation**

- Summarise the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.





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## 3. Carry out the Process of Packing

Unit 3.1 - Damages and Defects /Rectifying Faults

Unit 3.2 - Labels

Unit 3.3 - Packing List

Unit 3.4 - Carton Marking

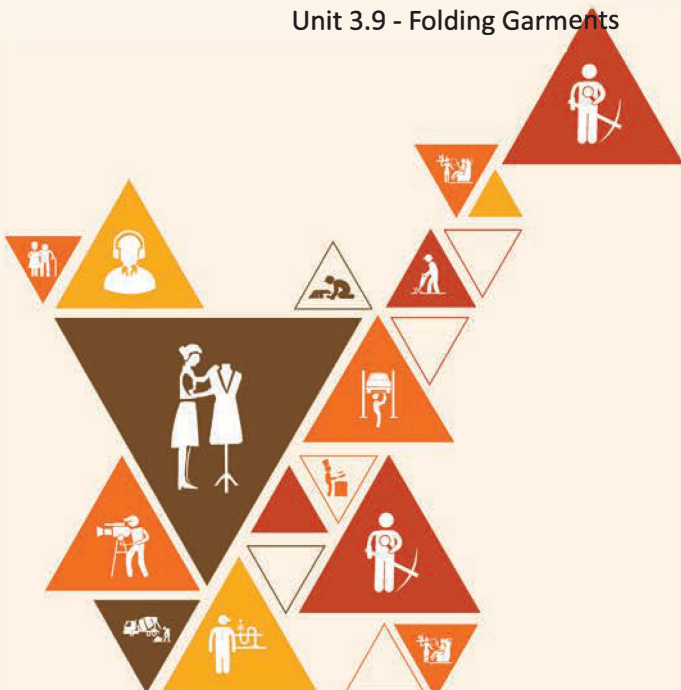
Unit 3.5 - Weighing of Packed Goods

Unit 3.6 - Preparing for Shipment

Unit 3.7 - Basics of Measurement and Mathematics

Unit 3.8 - Quality Assurance

Unit 3.9 - Folding Garments



AMH/N1408

## Key Learning Outcomes

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

- Identify different defects in garments
- Rectify defects in garments before packing
- Understand and identify labels
- Use labels appropriately
- Familiarize with packing list
- Use packing list appropriately
- Understand weighing of packed goods
- Weigh goods correctly
- Prepare for shipment of products



## UNIT 3.1: Damages and Defects /Rectifying Faults

### Unit Objectives

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

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

### Resources to be Used

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

### Do

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

### Say

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

## Elaborate



### Classification of Defects

Classification is the categorization of defects into major and minor. Defects have been classified depending on several factors. In some cases defects may not be defects in the first place. For instance: Barre in knitting appears in the form of sequential horizontal lines on the fabric. This could easily be used as an effect and usefully incorporated in products. Laddering can be achieved as an effect by deliberately deactivating a needle in the bed.

Defects are classified as under:

1. **Major Defect:** A defect that, if conspicuous on the finished product, would cause the item to be second. A 'Second' is an example of major defects..
2. **Minor Defect:** A defect that would not cause the product to be termed as a second either because of severity or location.
3. **Critical Defects:** Everything which can detriment the wearer of the stock are critical defects.

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

### Some of the common defects are:

- **Marker Making Defects**
  - » Size Mixing. Components not correctly labelled in marker.
  - » Patterns facing incorrect direction on napped fabrics.
  - » Patterns facing in different direction (either way) on a one-way fabric.
  - » Garment Components omitted during marker making
  - » Patterns misaligned with respect to the fabric grain.
  - » Line definition poor (e.g., too thick chalk, indistinctly printed line) leading to inaccurate cutting.
  - » Mismatched checks and stripes.
- **Common Spreading Defects Plies misaligned:**
  - » Incorrect tension of plies
  - » Fabric spread too tight or too loose, causing parts not to fit in sewing and finished garments not to meet size tolerances.
  - » Spread distorted by the attraction or repulsion of plies caused by excessive static electricity.
  - » Plies not all facing in correct direction (whether —one way|| as with nap, or —one way either way as with some check designs)
  - » Unacceptable damages situated in garment parts

## Say

- Tell the participants about the Common Woven and knit Fabric Defects.

## Elaborate

Some of the common defects are:

### Common Woven and Knit Fabric Defects

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

## Say

Tell participants they are going to learn about rectification of defects. In the finishing department the garment goes through a lot of processes. These processes involve machine and human handling, which may cause damages to the garment.

## Elaborate

In the finishing department the garment goes through a lot of processes. These processes involve machine and human handling, which may cause damages to the garment. The Packer should be able to segregate and quarantine damaged/ defective pieces and rectify repairable faults.

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

## Activity

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

Skill Practice	Time	Resources
• Demonstrate about the defects	3 Hours	Charts and pen

## Industry Visit

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Understand the inspection and possible defects.
  - » Analyse how a packer:
    - ◇ Identifies different defects in garments
    - ◇ Rectifies defects in garments and labels before packing
    - ◇ Gets familiarised with packing list
    - ◇ Weighs goods correctly
    - ◇ Prepares products for shipment
  - » Ask questions to packers/supervisors if you have any query.

## Notes for Facilitation

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

## UNIT 3.2: Labels

### Unit Objectives

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

1. Understand and identify labels
2. Use labels appropriately

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Main and core labels
- Size and price labels
- Special Label and batch Mark Label
- Participant Manual
- Copies of Handouts.

### Do

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

### Say

- Tell the participants about the Labels. A garment label is a communicator between the buyer and product. A garment label contains various types of information of that garments, such as buyer name, country of origin, types of fabric, types of yarn, fabric composition, garments size, special instruction about care etc. Without any types of label a garment cannot be sold in the foreign market.
- Also tell the participants about the types of Labels.

## Elaborate



There are mainly two types of label and these are:

1. Main Label
2. Sub Label

These are discussed in the below:

### Main Label

Main label contains the Brand name or Brand logo of buyer such as H&M, American Eagle, Nautica etc. Brand name is the important factor for any product.

### Sub Label

Sub Label is not a label by itself but it includes different types of label. These are in the following:

- Care Label
- Size Label
- Price Label
- Composition Label
- Special Label
- Flag Label
- Manufacturer Label
- Batch Mark Label

## Say



- Tell the participants about the Care instruction on Care Labels.

## Elaborate



Followings are the instructions which are written on the care label:

- Special Label
- Flag Label
- Manufacturer Label
- Batch Mark Label

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

**Care instructions on care labels**

- Laundering
- Chlorine bleach
- Dry cleaning
- Tumble drying
- Ironing.

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

- Japanese care labelling system
- British care labelling system

**Activity- Compression Moulding Machine**

- Divide the class into two equal groups and name them Group A and Group B.
- Now give one sample product to each group and ask them to paste any four labels on their product.
- Tell the participants that they have to demonstrate the label they are using on their product. Also, ask them about the use of these labels.
- Tell them they would be given a time of 30 minute for preparation. The time for completing the task for each group should not exceed 40 minutes per group.
- Once the activity has been complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Demonstrate about the labels</li> </ul>	3 Hours	Charts, pen, Care label, Size label, Price Label, Composition Label, Special Label, Flag Label, Manufacturer Label and Batch mark label.

**Notes for Facilitation**

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

## UNIT 3.3: Packing List

### Unit Objectives

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

1. Familiarize with packing list
2. Use packing list appropriately

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Packing List. It is very important for the packing section to pack goods as per the packing list provided by the merchandiser. The packer has to pack the goods as per ratio/assortment and this is then inspected.

### Elaborate

The packing list is then used by the commercial department to make final packing list for forwarding agent and customs dept. to determine the total shipment weight and volume and whether the correct cargo is being shipped. A merchandiser should prepare a clear packing list so that all the purpose could be served.

The sample packing list below will help understand the how a packing list is made.

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



## Industry Visit

- Take the participants to an industry visit and tell them the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Understand and different categories and types of labels.
  - » Discuss about the label systems of different countries.
  - » Familiarise with packing list.
  - » Ask questions to packers/supervisors if you have any query.

## Notes for Facilitation

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

## UNIT 3.4: Carton Marking

### Unit Objectives

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

1. To ensure that the package meets shipping regulations.
2. To ensure that the package is handled properly.
3. To conceal the identities of the contents.
4. Help the receivers to identify the shipment.
5. To ensure that it is in compliance with environment and safety standards.

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Carton Marking. Carton marking and labeling is necessary and a very important process in preparing for shipping the cartons.
- Also tell the participants about the Carton Marking Guide.

## Elaborate

The buyer usually specifies how the carton has to be labeled and marked to facilitate easy identification by receivers. Exporters normally need to put the following markings on cartons to be shipped:

- Shipper's mark
- Country of origin (U.S.A.)
- Weight marking (in pounds and in kilograms)
- Number of packages and size of cases (in inches and centimeters)
- Handling marks (international pictorial symbols)
- Cautionary markings, such as "This Side Up" or "Use No Hooks" (in English and in the language of the country of destination)
- Port of entry
- Labels for hazardous materials (universal symbols adapted by the International Air Transport Association and the International Maritime Organization)

### Pictorial markings on cartons

Various pictorial marks can also be applied to the carton on the basis of its contents, the carton may be handled by those who do not speak either the language of the country of origin or destination and pictorial markings are very helpful to overcome this.

## Activity- Compression Moulding Machine

- Divide the class into five equal groups. Now give each group one chart and ask them to draw any "pictorial marking which people applied on cartons" on their charts and also write some points on how the marking helps for shipping the cartons.
- Tell them they would be given a time of 30 minutes for preparation. The time for completing the task for each group should not exceed 40 minutes per group.
- Once the activity has been completed appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Draw pictorial marking on cartons</li> </ul>	3 Hours	Charts for each group, pens, pencils, sharpener and erasers.

## Notes for Facilitation

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

## UNIT 3.5: Weighing of Packed Goods

### Unit Objectives

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

1. Understand weighing of packed goods
2. Weigh goods correctly

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the weighing of packed goods. The packed cartons have to be weighed and measured in order for it to be prepared for dispatch.

### Elaborate

Equipment's that are used for weighing and measuring packages should bare a stamp of Government approval. This is to ensure that the equipment has been made of a particular standard and also confirms the accuracy of the weight.

Government stamps generally take the form of either:

- A lead plug embedded into the equipment on which is stamped a numbered crown and year
- A series of stickers attached to the equipment

Information plates on some equipment also give other required details.

The packages have to be appropriately marked in the units used in the country that the package will be dispatched to or as specified.

- India uses the Metric system of measurement.
- Britain uses Imperial system of measurement.
- U.S uses United States customary units.

## Say

- Now, tell the participants how to calculate net and gross weight.
- **Net weight** is the total weight of an item (gross weight) minus the weight of any containers or packaging also confined within the gross weight. To determine the net weight you must know both the total weight of the object and the tare weight, or the weight of everything except the item you are seeking the net weight for.
- Determine the gross weight of the object of interest by placing the object, including the container or packing, on the scale. Write down the reading on the scale, known as the **gross weight**.

## Elaborate

Take away the object to be weighed, from the container or packaging and place aside. Place all of the packaging or the containers on the scale and record the total weight, known as the **tare weight**.

- Deduct the tare weight from the gross weight using a calculator to obtain the net weight.
- In a nutshell, Gross Weight is the total weight of a cargo of goods, including their packaging, like pallets, crates.
- Net Weight is the weight, or mass, of the goods themselves without any packaging.
- Tare is the weight of packaging or a container without the goods.

## Notes for Facilitation

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

## UNIT 3.6: Preparing for Shipment

### Unit Objectives

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

1. Prepare for shipment of products

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Shipment. The packed products are stored in the warehouse until it is ready to be dispatched. If the products have to be exported, there are various documents that have to be prepared to facilitate the shipment.
- Also give them information about the shipping advice.

### Elaborate

Shipping advice is a document which is sent to the buyer. It helps the buyer to track the goods as per details and importer can plan import clearance procedures accordingly. The following details are mentioned in the shipping advice:

- Purchase order/ Contract number

- Customer identification number
- Number of packages and their contents
- Weights of the package
- Dimensions of the package
- Delivery address
- Dispatch date

## Industry Visit

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Analyze how packers:
    - ◇ Ensure that the package is handled properly and meets shipping regulations.
    - ◇ Conceal the identities of the contents.
    - ◇ Weigh goods correctly
    - ◇ Help the receivers to identify the shipment.
  - » Understand the different measurement systems used in various countries.
  - » Understand the pictorial marking on cartons.
  - » Ask questions to packers/supervisors if you have any query.

## Notes for Facilitation

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

## UNIT 3.7: Basics of Measurement and Mathematics

### Unit Objectives

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

1. Understand measurements
2. Identify different standards of measurements
3. Convert units appropriately

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Measurement. Measurement is the process of assigning a number to a feature such as height, weight, length, width, volume, etc. Typically, this assignment of numbers is according to a standard measurement such as feet, kilo, meter and litre.
- Also tell them about the need of measurement and modes of measurement.



## Elaborate



- **Why and where the measurement is needed**

- » Similarly, you may need to measure the angle and slope of a ramp.
- » Typically, depending on the trade rules and local custom, the units of measurements vary. For example, in some places, meters may be prominent and in some others feet.
- » As a Helper Mason, you need to be conversant with the various units of measurement and their conversion.
- » To understand one system of measurement in terms of another system, conversion is needed.

- **Different Modes of Measurements**

- » Linear measurement
- » Measurement of Area
- » Volume measurement
- » Weight measurement

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

## Say



- Now tell the participants they are going to learn how to measure aids and units.

## Elaborate



### A few measuring aids

1. Linear measurement: Use the mason square or measuring tape to measure the distance between two points. The popular unit of measurement is in meters or feet. Note that linear measurements help you to determine area and volume too.
2. Weight measurement: Use weighing machines to measure the quantity of any object. The unit of measurement is in kilograms or tons.
3. Angular measurement: Use the compass or the measuring tape to measure the size of the angle between two straight lines that meet at one point.
4. For compass, the unit of measurement is in degrees.
5. For measuring tape, the unit of measurement is in feet and meters.

## Say

- Tell the participants about the different standards of measurement. In Foot-Pound-Second (FPS) system the unit of length is foot, unit of mass is pound and unit of time is second. In Centimeter-Gram –Second (CGS) system the unit of length is centimeter, unit of mass is gram and unit of time is second and in Meter-Kilogram-Second (MKS) system the unit of length is meter, unit of mass is kilogram and unit of time is second.
- Discuss with the participants about the Conversion table .

## Elaborate

The following tables will help you to convert quantities from one standard system to other.

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

## Say

- Tell the participants about the Net Weight. Net weight is the actual weight of the product without any packing material.
- Also tell the participants about the Gross Weight.

## Elaborate

### Net and Gross Weight

- **Net weight** is the actual weight of the product without any packing material.
- A **gross weight** is the total of the actual weight of the product plus the packaging weight.

## Activity- Compression Moulding Machine



- Divide the class into four equal groups. Give each group some clothes and ask them to fold them in a proper way step by step.
- When each group will be done with the unit conversion asks other groups to check whether they have done the unit conversion right or wrong?
- Tell them they would be given a time of 20 minute for completing the task. The time for completing the activity should not exceed 30 minutes per group. Once the activity is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Convert quantities from one standard system to other:               <ul style="list-style-type: none"> <li>» Length</li> <li>» Area</li> <li>» Capacity</li> <li>» Weight</li> </ul> </li> </ul>	3 Hours	Pen, Paper

## Notes for Facilitation



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

## UNIT 3.8: Quality Assurance

### Unit Objectives

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

1. Understand quality structure of the organization
2. Maintain quality while working

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Quality. 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.
- Also tell them about some common factors involved in garment quality.

## Elaborate



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
- Quality of Packing

In an organisation, the quality assurance department is responsible for establishment and maintenance of all activities and functions aiming at attaining the required quality.

## Say



- Tell the participants about the Organizational Structure.

## Elaborate



The organizational structure of Quality Department is listed blow:

### Quality assurance manager

- Plays an important role and responsible for assuring that products meet certain standards in quality.

### Cutting checker

- Responsible for checking and inspecting cut parts.

### End of line checker

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

### Packer

- Responsible for checking quality of goods at the time of packing.

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

## Say

- Now tell the participants they are going to learn about the Quality Standards. 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.

## Elaborate

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:** The quality and colour of the garment are checked using swatch cards.
- **Specification Sheet:** Contains details of the measurements, the sketch of the garment, fabric details and other important instructions given by the buyer on placing an order.
- **Trim Cards:** Trim cards or sample cards give specifications of the accessories and trim samples that are used in the garments. It helps the buyer to select the trims and accessories he would like on the garment ordered by him.
- **Button Sizes:** Button sizes are an important factor for quality checking. A packer has to ensure that the buttons used in garments are of the size, colour and shape specified in the design specification. In button sizes, ligne(L) is the traditional unit for measuring buttons.

A packer has to ensure that the quality of the garments is according to specification so that high quality material is prepared for shipping.

## Say

- Tell the participants about the packaging defects.

## Elaborate

Some common packaging defects are:

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

## Industry Visit

- The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Understand quality structure of the organisation.
  - » Know about the common factors involved in garment quality.
  - » Analyse how packers maintain quality while packing.
  - » Ask questions to packers/supervisors if you have any query.

## Activity- Compression Moulding Machine



- Divide the class into five equal groups.
- Ask each group to demonstrate one packaging defect.
- Tell them they would be given a time of 20 minute for preparation. The time for completing the presentation should not exceed 20 minutes per group.
- Once the presentation is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
• Demonstrate packaging defect	2 Hours	Chart, pen

## Notes for Facilitation



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

## UNIT 3.9: Folding Garments

### Unit Objectives

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

1. Identify methods of folding garments for packing
2. Fold garments appropriately

### Resources to be Used

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

### Do

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

### Say

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



## Elaborate



Some methods of folding garments for packing are given below:

### 1a. Pant Folded Side to Side

- Close zipper and waist buttons.
- Fold pant in half, with inseam to out seam keeping ends of waistband to inside of pant.
- Fold leg in thirds, fold bottom edge to above knee and fold up to waist edge.

### 1b. Pant Folded Front to Back

- Close zipper and waist buttons.
- Fold pant front to back with fold at rise.
- Fold leg in thirds – bottom edge to above knee and fold up to waist edge.

### 2. Shorts

- Close zipper and waist buttons.
- Fold short in half with inseam-to-inseam keeping ends of waistband to the inside of short.

### 3. Short or Long Skirt

- Close zipper and waist buttons.
- Lay skirt flat – front to back.
- Fold short skirt in half bringing hem to waist.
- Fold long skirt into thirds.

### 4. T-Shirt

- Fold the arms straight across back.
- Fold the shirt side seams across back of shirt.
- Fold the bottom edge of shirt about 2-inches from the bottom.
- Fold the shirt in half.

## Industry Visit

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Understand the methods of folding garments for packing.
  - » Analyse how packers fold garments such as; pant, shirt, T-shirt etc. appropriately.
  - » Ask questions to packers/supervisors if you have any query.

## Activity- Compression Moulding Machine



- Divide the class into four equal groups. Give each group some clothes and ask them to fold them in a proper way step by step.
- When each group will be done with the folding process asks other groups to check whether they have folded their cloth right or wrong?
- Tell them they would be given a time of 20 minute for completing the task. The time for completing the activity should not exceed 30 minutes per group. Once the activity is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Demonstrate the garment folding process</li> </ul>	3 Hours	Shirt, Skirt, Jeans and Hooded Jacket

## Notes for Facilitation



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



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## 4. Maintain Health, Safety and Security in the Packing Department

Unit 4.1 - Maintain Health, Safety and Security in the Packing Department



AMH/N1409

## Key Learning Outcomes

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

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

## UNIT 4.1: Maintain Health, Safety and Security in the Packing Department

### Unit Objectives

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

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

### Resources to be Used

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

### Say

- Packer face a substantially higher risk of muscle pain and injury than workers in other jobs. The risks for Packer have been linked to conditions such as improper work area design, including sitting arrangements.
- Ergonomically-designed job ensures that an employee who is tall is given a comfortably 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.

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- Workers are usually compelled to work in the confinement of the job or workstation that previously was designed with no dynamism or change when they are hired. This leads the workforce to work in difficult postures and positions, all of which may result in work-related injuries/disorders.

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

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

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

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- Hazardous substances in one form or another can be found in almost all small and medium-sized enterprises.
- High levels of dust interfere with efficient production and require cleaning operations that may spoil materials and finished products.
- Improvements often result in cost savings, productivity benefits and increased safety of workers.

**Do** 

- Discuss with the students the importance of protecting environment

**Ask** 

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

## Notes for Facilitation

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

## Say

- Dust should be removed regularly and eliminated from the source.
- One low-cost cleaning method is sweeping the floor carefully with an appropriate broom and accompanying dust pan to prevent dust from spreading.
- Spraying water on the floor before sweeping will avoid dust remaining airborne.
- When dust is moistened it can be easily removed with a broom More effective methods of controlling dust include using a vacuum cleaner or a wet mop.

## Do

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

## Ask

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

## Notes for Facilitation

- Examine the condition of your class after you finish doing an assignment on embroidery.
- If the area is not clean, make an attempt to dispose of the waste so that it does not create a disturbance or occupy space unnecessarily.
- Take the help of others.

## Say

- There should be no obstacles between the fan and opening.
- The air speed should be low to reduce turbulence.
- Contaminated air should not be blown in the direction of other workers on the way to the opening.



**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

- The amount of light needed may depend on several other factors like eyesight, age, etc.
- The right amount of light not only helps in reducing strain on eyes.
- Appropriate lighting does not mean that the number of artificial lights should be increased.

**Do** 

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

**Ask** 

- You could ask the students to think about the import

## Notes for Facilitation



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

## Say



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.

It is more advisable to improve it by improving the penetration of natural light. Certain steps can serve to be helpful in this regard:

- 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.
- The matt finish of whitewash is a great idea.

## Do



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

## Ask



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

Material required: craft papers, scissors, pencil

## Notes for Facilitation



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

**Say** 

- Despite all precautions, if any unfortunate event like injury, etc. happens in a workplace, it should be reported to the authorities as soon as possible.
- In case of an accident due to malfunction of machinery, it should be ensured that the machine is fixed properly before anybody else uses it.
- First-aid should be given to the person who has been hurt.

**Do** 

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

**Notes for Facilitation** 

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

**Say** 

- Reporting of incidents and accidents is required under the Work Health and Safety (WHS) legislation.
- There should be a form at workplace that the injured person could fill by himself (in case of small injury) it can be filled by an eye-witness. It should contain details like:
  - » Description of the occurrence
  - » Nature of injury or disease:
  - » First aid, medical treatment or hospital admission
  - » Part of the body affected
  - » Source of injury

Probable cause or causes of injury:

- Investigation
- Preventative action
- Witness details

**Ask** 

- Discuss how risk of various accidents can be reduced?

## Notes for Facilitation

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

## Say

Fire 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.

Fire drills are excellent exercise designed to evaluate staff response to a replicated emergency. They are also a test of your facility's fire safety/ evacuation strategies and staff training programs

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

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

## Do

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

## Ask

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

## Notes for Facilitation

- Call a group of 4-5 students.
- Guide them step by step as to what is to be done.
- Conduct a mock drill.

Let all the students see and have an idea about how things work.

**Say** 

- 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. This can be difficult or easy, unpleasant or comfortable, a health risk or an aid to hygiene and nutrition. The essential facilities in the factory show if you care about employees more or the machines.
- Another good reason is that extra efforts for better facilities are often appreciated far beyond the time and money capitalized, Work-related facilities benefit workers to overcome problems which are important to them.

**Do** 

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

**Notes for Facilitation** 

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

**Say** **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.
- To avoid the possible spread of infection, it is better to use throwaway cups or to provide separate cups for each worker and to arrange for regular washing.

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

**Do** 

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

**Ask** 

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

## Notes for Facilitation

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

## Say

Misfortunes can happen even if proper defensive measures are installed. So, always be prepared for emergencies and have readiness for disaster management, like cuts and bruises, eye injuries, burns, poisoning and electric shocks

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

- Sterile bandages, pressure bandages, dressings (gauze pads) and slings. These should be individually wrapped and placed in a dustproof box or bag. Adequate quantities of the different sizes should be available at all times to treat small cuts and burns.
- Cotton wool for cleaning wounds .

## Ask

- You could ask the students whether they have a first-aid kit at their home.

## Notes for Facilitation

- Show the contents of first- aid box to students.
- Ask them the purpose of each of the components in the box.

## Elaborate

Effective communication of your facility's safety messages is critical to maintaining a safe work environment and minimizing liability exposure. The design of your safety sign system must be done well. Product safety labels play an integral role in your company's product safety and liability prevention efforts.

Safety signs are important facility visuals vital to communicating warnings and other safety information. Our safety sign selection includes signage for: biohazard and hazardous materials, electrical safety, first aid, lockout tagout, machine and equipment, personal protection (PPE) and much more.

- **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').

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

### Ask

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

### Do

- Discuss with the students the difference between these categories.

### Notes for Facilitation

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





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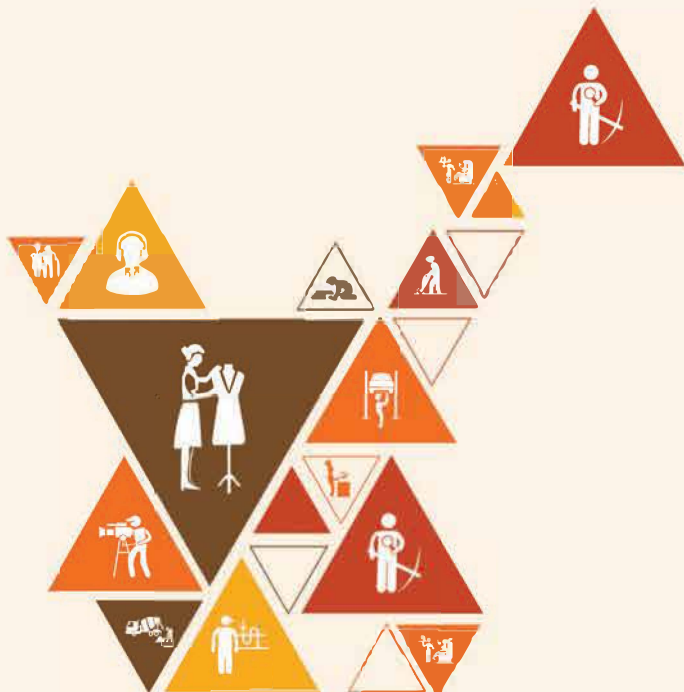
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# 5. Maintain Work Area, Tools and Machines

Unit 5.1 - Maintain Work Area, Tools and Machines



AMH/N0102

## Key Learning Outcomes

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

1. Practice the machine safety and maintain machines properly.
2. Carry out basic maintenance of machine.
3. Maintain tools and equipments and handle them safely.
4. Use materials to minimize waste.
5. Carryout running maintenance within agreed schedules.
6. Carry out maintenance and/or cleaning within one's responsibility.
7. Work in a comfortable position with the correct posture.
8. Use cleaning equipment and methods appropriate for the work to be carried out.
9. Dispose of waste safely in the designated location.
10. Store cleaning equipment safely after use.
11. Carryout cleaning according to schedules and limits of responsibility.

## UNIT: 5.1 Maintain Work Area, Tools and Machines

### Unit Objectives

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

1. Practice the machine safety and maintain machines properly.
2. Carry out basic maintenance of machine.
3. Maintain tools and equipments and handle them safely.
4. Use materials to minimize waste.
5. Carryout running maintenance within agreed schedules.
6. Carry out maintenance and/or cleaning within one's responsibility.
7. Work in a comfortable position with the correct posture.
8. Use cleaning equipment and methods appropriate for the work to be carried out.
9. Dispose of waste safely in the designated location.
10. Store cleaning equipment safely after use.
11. Carryout cleaning according to schedules and limits of responsibility.

### Resources to be Used

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

### Say

- Machines are essential to modern production. However, along with increased productivity, they have brought hazards into the workplace. Proper control of machine hazards has traditionally been seen as costly and a constraint on productivity. In general, the garment manufacturing industry is considered to be less dangerous than other industrial sectors and, therefore, safety policy is a low priority in many enterprises. For example, it has been observed that some workers remove guards protecting belts from sewing machines and manual cutting machines are operated with naked hands.

**Do** 

Teach the students about the followings:

- Maintain machines and equipment properly
- Maintaining hazard free work environment
- Purpose and benefits of maintaining hazard-free workplace
- Planning workplace maintenance
- Maintaining tools and equipment

**Elaborate** **Maintain machines and equipment properly**

A poorly maintained machine/equipment can be inefficient, if not dangerous. It will also have frequent breakdowns and quality problems. Proper maintenance is not lost production time; it is an investment for higher productivity and lower repair costs. Yet in many companies, machines are maintained only when they break down. This is due to a number of reasons:

**Maintaining hazard free work environment**

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

**Do** 

- Explain garment waste with the participants.
- Also explain common cleaning products used at workplace.

**Say** 

“The two shocking facts about garments”

- Over 70% of the world's population use second hand clothes.
- The average lifetime of a garment is about three years.

**What is Waste?**

- Waste is an unwanted or undesired material or substance.
- It is also referred to as rubbish, trash, garbage, or junk depending upon the type of material and the regional terminology.
- In living organisms, waste relates to unwanted substances or toxins that are expelled from them.

## Elaborate

### Waste Management

- This is the human control of the collection, treatment and disposal of different wastes. This is in order to reduce the negative impacts waste has on environment and society.

### Biodegradable Waste

- Such as food waste or sewage, is broken down naturally by microorganisms either aerobically or anaerobically.

### Negative Impact on Environment

- Waste pollution is considered a serious threat by many and can broadly be defined as any pollution associated with waste and waste management practices.

### Source of Garment Waste

- Although the majority of textile waste originates from household sources, waste textiles also arise during yarn and fabric manufacture, garment-making processes and from the retail industry.

### History on recycling of garment wastes

- Textile recycling originated in the Yorkshire Dales about 200 years ago.
- It is estimated that more than 1 million tones of textiles are thrown away every year, with most of this coming from household sources. Textiles make up about 3% by weight of a household bin. At least 50% of the textiles we throw away are recyclable.

## Say

Cleaning substances are substances (usually liquids, powders, sprays, or granules) used to remove dirt, including dust, stains, bad smells, and clutter on surfaces. Purposes of cleaning agents include health, beauty, removing offensive odour, and avoiding the spread of dirt and contaminants to oneself and others. Some cleaning agents can kill bacteria and clean at the same time.

## Elaborate

### Common types of cleaning products are detailed below:

- **Acidic:** Acidic cleaning agents are mainly used for removal of inorganic deposits like scaling.
- **Alkaline:** Alkaline cleaning agents contain strong bases like sodium hydroxide or potassium hydroxide.
- **Neutral:** Neutral washing agents are pH-neutral and based on non-ionic surfactants that disperse different types of dirt.
- **Degreaser:** Cleaning agents specially made for removal of grease are called degreasers.
- **Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

### Commonly used Cleaning Substances

It is imperative to use the correct cleaning products and equipment on various surfaces. Cleaning substances can be divided into four categories:

- **Detergents:** Detergents are probably the most common cleaning substance used in the home and vary from floor cleaners, dish washing cleaners, washing powders, hand soaps and so on.
- **Sanitizers:** Apart from general cleaning detergents, sanitizers are also commonly used cleaning agents used in the various kinds of fabrics even at home.
- **Sterilising Agents:** Sterilising agents are similar to disinfectants, but are generally used for specialised areas where sterile surfaces and objects are a precondition.
- **Disinfectants:** Though disinfectants are not able to kill all bacteria spores, it is considered to be a good cleansing agent.

### Notes for Facilitation

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

### Activity

In the industry visit:

- Make the students show you about the maintenance techniques.
- Ask them to clean and dispose wastes
- Ask them to demonstrate them the store cleaning equipments.







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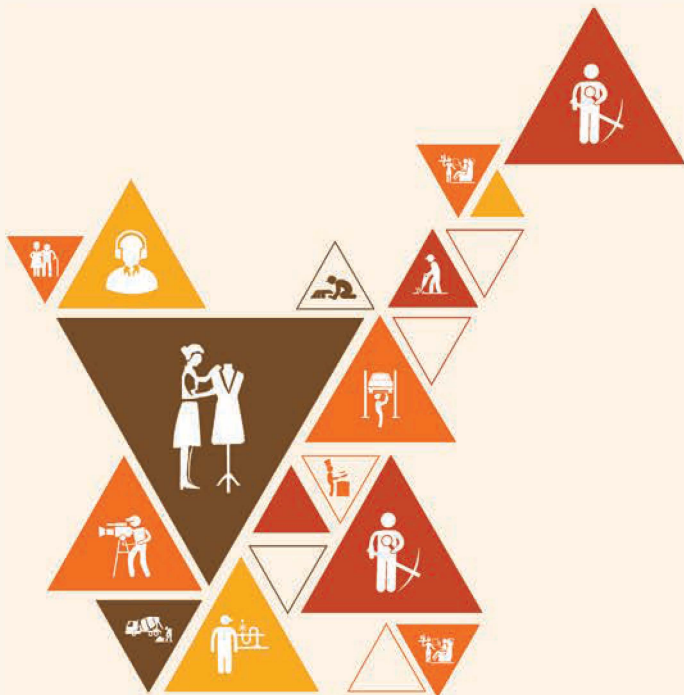
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# 6. Comply with Industry, Regulatory and Organizational Requirements

Unit 6.1 - Comply with Industry, Regulatory and Organizational Requirements



AMH/N 0104

## Key Learning Outcomes

At the end of the module, students 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: Comply with Industry and Organizational Requirements

### Unit Objectives

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

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

### Resources to be Used

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

### Say

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

- The act or process of complying to a desire, demand, proposal, or regimen, or to coercion.
- Conformity in fulfilling official requirements.
- A disposition to yield to others.
- The ability of an object to yield elastically when a force is applied.

### Do

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

### Ask

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

## Notes for Facilitation

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

## Say

Compliance is the standard for the product which ensures that it is aligned to its industry's qualitative demands.

### Social Compliance

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

## Elaborate

### Compliance Audit

- Process Safety Management, Risk Management Programs, and Process Security Management are all organised and provided by audits and assessments. Compliance and its verification is carried out with audits that focus particularly on these policies and procedures.
- In India, compliance audit consists of a thorough examination of orders, regulations, rules and directions for dealing with prudence, legality, transparency and adequacy.

## Ask

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

## Notes for Facilitation

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

**Say** 

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

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

**Do** 

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

**Notes for Facilitation** 

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

**Say** 

- The compliance level of garment factory is very high for Indian exporters. To ensure that all standards are being complied with, the big international companies, mindful of their branding, often generate and follow their own compliance standards. Numerous U.S. companies have incorporated “child labour” in their code of conduct, due to tenacious signal of child exploitation in the industry.

**Do** 

You could discuss how child labour is a major hurdle in the development of the country.

**Ask** 

You could ask the students whether they anyone who has worked as a child labour.

If yes, you could also ask them to narrate about the condition in which they worked and the treatment obtained by them.

## Notes for Facilitation

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

## Say

- There is a compliance exhaustion in the Apparel Industry,. Although they are trading with the global brands, the apparel sellers still don't consent that compliance is an integral management practice. The Indian apparel export industry has been indisputable to implement zero tolerance on child labour and cleanse the supply chain.

## Do

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

## Ask

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

## Notes for Facilitation

- You could discuss with the students, the importance of clearing India's image in this regard.
- You could also talk about the steps that can be taken to spread awareness.

## Say

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

- This program is directed to encourage members to follow better social practices. These practices will give them a competitive edge in the global market. That market, where industrial compliance code is progressively becoming an important factor in buying decision.

## Do

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

## Ask

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

## Notes for Facilitation

- You could discuss the concept and importance of Code of Conduct with the students.
- Also, you could give the students to guess what the code of conduct for certain professions like doctor, lawyer would include.
- You could give them some time to think about it.
- At the end of the time duration, there can be a class discussion.
- Offer help, when necessary.

## Say

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. The project DISHA has been originated with the aim to merge the Indian apparel manufacturers for mutual co-operation, global configuration and resource optimisation.

- **Components of DISHA include:**
  - » Common Code of Conduct (CCC)
  - » Factory Capacity Building & Training
  - » Baseline & Impact Assessment
  - » Disha Certification - A Disha certificate shall be awarded to the factory by AEPC upon successful and satisfactory implementation of the social and environmental management system.

### Purpose of Disha Programme

- To increase awareness among apparel manufacturers on social and environmental standards based on applicable Indian laws.
- To improve competitiveness of apparel manufacturers.
- To promote a management system oriented thinking and approach for engaging with social and environmental issues.
- 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).

### Do

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

### Ask

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

### Notes for Facilitation

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

### Say

There are numerous factors impacting a change in customer preferences. Few of them are here:

- Rise in disposable incomes
- Government policy focused on fast-track growth
- Convenience of shopping at departmental stores and shopping malls
- Increasing demand for branded apparels and fashion accessories
- Boom in the retail industry

### Do

You could discuss the importance of carrying out social responsibility.



**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- Corporate social responsibility (CSR) fundamentally connotes that the establishment should work in a principled way. 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. Increasing number of companies are tiresome to work in a mode to defend the interests of the workforce, clients, contractors and the society.

**Do** 

You could discuss with the students why it is the obligation of business houses to engage in CPR

**Notes for Facilitation** 

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

**Say** 

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.
- Provision of equal opportunities to the employees to voice their feedback and have an effective policy for the solution of dispute.
- Ensure ethical recruitment, training, remuneration, appraisal and other policies.

**Do** 

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

**Notes for Facilitation** 

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

**Say** 

- The Indian garment industry is aiming to reach 7.5 billion by the end of 2012, a Fig that is practically double the size of the last profit intended by the Indian Chamber of Commerce (ICC).
- With the increasing globalisation, a lot of prominence has been placed on global compliance standards in the garment industry. Factories involved in the international trade must keep a proper check of the garment factory compliance at regular interludes. Therefore, every apparel export business needs to have a proper understanding of compliance rules for foreign trade.

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

The code of ethics is concerned with the quality of the products and services from the workstations along with the working environment that should meet the provisions of audits and assessments. If followed sincerely, these ethics will result into:

- Cumulative national affordability in terms of social compliance.
- Growing competitiveness of small scale industrialists.
- Dropping burden on manufacturers.

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- 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 Employers, managers and supervisors must
- treat all their job applicants and employees on the basis of their individual merit and not because of irrelevant personal characteristics. They must also do their best to make sure that their employees are not harassing any other job applicant or employee.

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- Religion, community, culture or belief characteristics should never be the basis of distinction among employees by the organisation. All the terms and conditions of employment should be based on a person's ability to do
- the job. The mandate for social compliance is growing every day. 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.

**Do** 

You could discuss with the students what all areas are included under social compliance.

**Ask** 

You could ask the students whether they have ever witnessed unsafe working condition or workers, exploitation in terms of wages, child labour, etc.

**Notes for Facilitation** 

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

**Say** 

- Apparel industry has won increased attention from consumers, social workers, welfare organisations and
- trademarked international buyers. Many global players are demanding that their "code of conduct" should be
- complied to, before entering into an agreement. Nowadays, continuous observance to quality standards and
- employee contentment have become significant bounds for gauging the company's performance.

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- There is prominent impact of social compliance on company's economic outcomes. Companies should adopt
- compliance code to protect their goodwill and brand name in the market. The Indian apparel industry needs to
- be hard-hitting on compliance rather than opposing with other developing countries manufacturing low-cost
- garments.

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

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

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

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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

**Say** 

- In India, the Apparel Export Promotion Council (AEPC) is committed to legal compliance and principled business Practices.
- It encourages members/exporters to comply with all applicable laws and regulations of the country to meet international compliance standards. Further, the council has designed a garment factory compliance
- program 'Disha' (Driving Industry towards Sustainable Human Capital Advancement) that aims to spread awareness regarding the importance of compliance among garment exporters.



**Do** 

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

**Notes for Facilitation** 

You could trace the situation of the export industry prior to the formation of the AEPC and after its commencement.

**Say** 

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

- Exporters must not be intricate in unfair labour practices but limited to interferences in matters regarding freedom of association.
- Exporters shall recompense workforce for all hours operated. Workers on a piece rate payment scheme or any other incentive scheme should be paid according to that.
- Exporters shall not illogically restrain the liberty of movement of workers, including movement in canteen during breaks, using toilets, accessing water, or to access necessary medical attention, as a means to maintain work discipline.
- Exporters are about to offer workers with paid annual leaves as required under local laws, guidelines and processes. Exporters shall not impose any undue limitations on workers' use of annual leave or taking any type of sick or maternity leave.
- There shall be no alterations in workers remuneration for work of equal value on the basis of gender, race, religion, age, nationality, sexual orientation, social political opinion, disability or ethnic origin.

**Say** 

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

**Ask** 

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

## Notes for Facilitation

- Are all these standards complied with? Discuss.
- You could also have a quick overview of the importance of free movement of workers in the workplace.
- You could trace the condition of women in the industry.

## Say

- Child labour has been a grave crime in India. It still exists. Children are in poverty, ignorance, and corruption due to illiteracy. 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.
- The child labour issue is one of the very important aspect that the audit checks. Therefore, all the export units must be highly compliant on issues related to child labour.

## Do

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

## Ask

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

## Notes for Facilitation

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

## Say

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

**Do** 

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

**Ask** 

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

**Notes for Facilitation** 

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





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## 7. Soft Skills and Communication Skills

Unit 7.1 - Introduction to the Soft Skills

Unit 7.2 - Effective Communication

Unit 7.3 - Grooming and Hygiene

Unit 7.4 - Interpersonal Skill Development

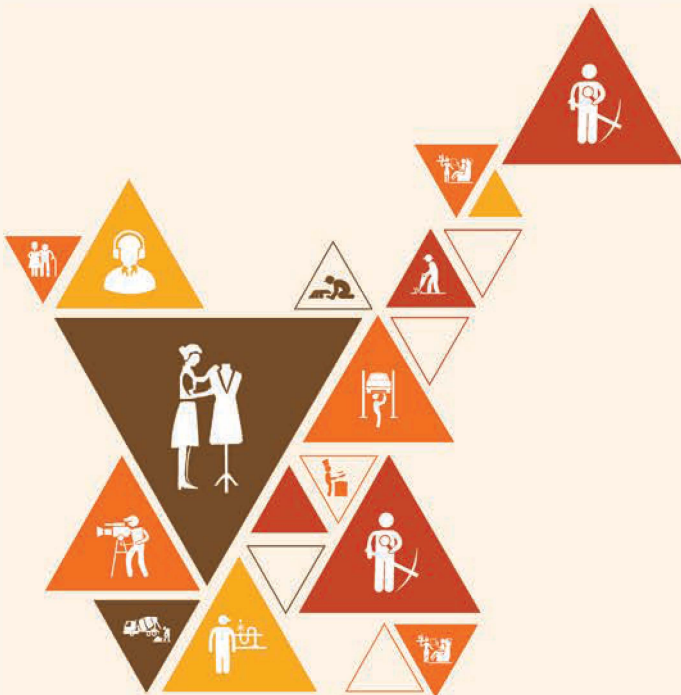
Unit 7.5 - Social Interaction

Unit 7.6 - Group Interaction

Unit 7.7 - Time Management

Unit 7.8 - Resume Preparation

Unit 7.9 - Interview Preparation



## 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 7.1: Soft Skills

### Unit Objectives

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

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

### Resources to be Used

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

### Do

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

### Say

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

### Notes for Facilitation

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

## UNIT 7.2: 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 7.3: Grooming and Hygiene

### Unit Objectives

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

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

### Resources to be Used

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

### Do

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

### Say

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

## Notes for Facilitation

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

## UNIT 7.4: 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 7.5: 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 7.6: 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 7.7: 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 7.8: 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 7.9: 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





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## 8. IT Skills

Unit 8.1 - Introduction to Computer

Unit 8.2 - Basic Computer Knowledge

Unit 8.3 - Components of Computer

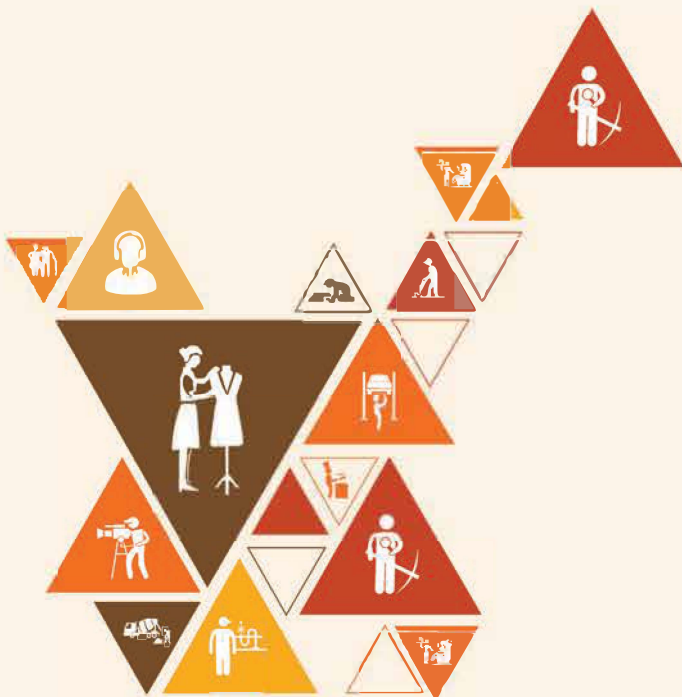
Unit 8.4 - Concept of Operating System

Unit 8.5 - MS Word

Unit 8.6 - MS Power Point

Unit 8.7 - MS Excel

Unit 8.8 - Internet Concepts



## 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 8.1: 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	<ul style="list-style-type: none"><li>• Participant Manual</li><li>• Computer Lab</li></ul>



## Unit 8.2: 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	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab with internet</li> </ul>

## Unit 8.3: 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 have 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	<ul style="list-style-type: none"><li>• Participant Manual</li><li>• Computer Lab</li></ul>

## Unit 8.4: 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 9.1.
- 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	<ul style="list-style-type: none"> <li>• News paper</li> <li>• Computer Systems</li> </ul>

## Unit 8.5: 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	<ul style="list-style-type: none"> <li>• News paper</li> <li>• Computer Systems</li> </ul>

## Unit 8.6: 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	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab</li> </ul>

## Unit 8.7: 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	<ul style="list-style-type: none"> <li>• Participant Manual</li> <li>• Computer Lab with MS Office Software</li> </ul>

## Unit 8.8: 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







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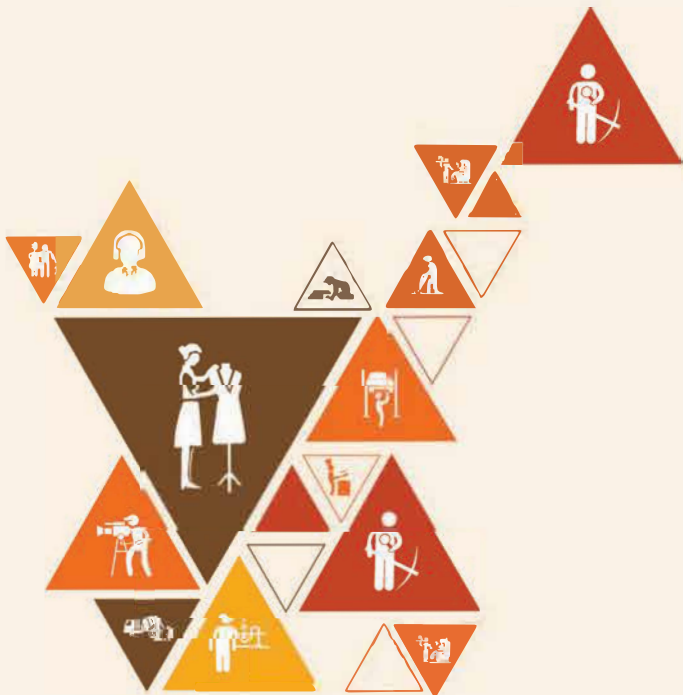
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# 9. First Aid and CPR

Unit 9.1: 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 9.1: 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 doesn't essentially need any specific equipment or previous information, and may involve improvisation with materials offered at the time, usually by undisciplined person

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

## Demonstrate

### When using rigid material

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

- When applying a splint, don't commit to straighten the break. This may solely cause additional injury and additional pain. Instead, simply apply the splint to the break the way it is.

## Elaborate

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

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

### DRSABCD stands for:

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

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

## Demonstrate

### Performing CPR for an Adult

- **Step 1:** Check the scene for immediate danger
- **Step 2:** Assess the victim's consciousness
- **Step 3:** Do not check for a pulse
- **Step 4:** Check for breathing
- **Step 5:** Place the victim on his or her back
- **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.
- **Step 9:** Perform 30 chest compressions.
- **Step 10:** Minimize pauses in chest compression that occur when changing providers or preparing for a shock.
- **Step 11:** Make sure the airway is open.
- **Step 12:** Give two rescue breaths (optional).
- **Step 13:** Repeat the cycle of 30 chest compressions.

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

### 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 under-wire 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.



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# 10. Employability and Entrepreneurship Skills

Unit 10.1 – Personal Strengths & Value Systems

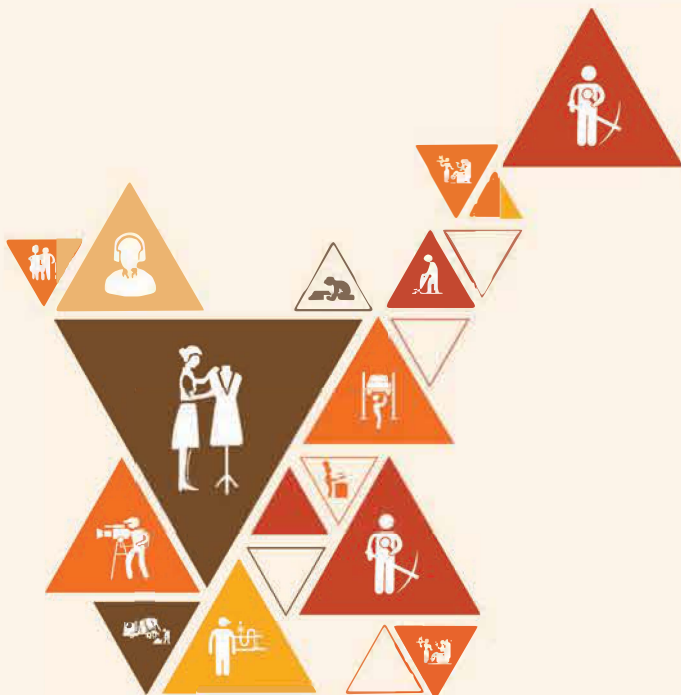
Unit 10.2 – Digital Literacy: A Recap

Unit 10.3 – Money Matters

Unit 10.4 – Preparing for Employment & Self Employment

Unit 10.5 – Understanding Entrepreneurship

Unit 10.6 – Preparing to be an Entrepreneur



## Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer



33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Explain how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the benefits of saving money
45. Discuss the main types of bank accounts
46. Describe the process of opening a bank account
47. Differentiate between fixed and variable costs
48. Describe the main types of investment options
49. Describe the different types of insurance products
50. Describe the different types of taxes
51. Discuss the uses of online banking
52. Discuss the main types of electronic funds transfers
53. Discuss the steps to prepare for an interview
54. Discuss the steps to create an effective Resume
55. Discuss the most frequently asked interview questions
56. Discuss how to answer the most frequently asked interview questions
57. Discuss basic workplace terminology
58. Discuss the concept of entrepreneurship
59. Discuss the importance of entrepreneurship
60. Describe the characteristics of an entrepreneur
61. Describe the different types of enterprises
62. List the qualities of an effective leader
63. Discuss the benefits of effective leadership
64. List the traits of an effective team
65. Discuss the importance of listening effectively
66. Discuss how to listen effectively
67. Discuss the importance of speaking effectively

68. Discuss how to speak effectively
69. Discuss how to solve problems
70. List important problem solving traits
71. Discuss ways to assess problem solving skills
72. Discuss the importance of negotiation
73. Discuss how to negotiate
74. Discuss how to identify new business opportunities
75. Discuss how to identify business opportunities within your business
76. Understand the meaning of entrepreneur
77. Describe the different types of entrepreneurs
78. List the characteristics of entrepreneurs
79. Recall entrepreneur success stories
80. Discuss the entrepreneurial process
81. Describe the entrepreneurship ecosystem
82. Discuss the government's role in the entrepreneurship ecosystem
83. Discuss the current entrepreneurship ecosystem in India
84. Understand the purpose of the Make in India campaign
85. Discuss the relationship between entrepreneurship and risk appetite
86. Discuss the relationship between entrepreneurship and resilience
87. Describe the characteristics of a resilient entrepreneur
88. Discuss how to deal with failure
89. Discuss how market research is carried out
90. Describe the 4 Ps of marketing
91. Discuss the importance of idea generation
92. Recall basic business terminology
93. Discuss the need for CRM
94. Discuss the benefits of CRM
95. Discuss the need for networking
96. Discuss the benefits of networking
97. Understand the importance of setting goals
98. Differentiate between short-term, medium-term and long-term goals
99. Discuss how to write a business plan
100. Explain the financial planning process
101. Discuss ways to manage your risk
102. Describe the procedure and formalities for applying for bank finance

## UNIT 10.1: Personal Strengths & Value Systems

### Unit Objectives

**At the end of the unit, students 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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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

## Resources to be Used

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

## Do

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

## Say

- Tell the participants about the Health, Habits and Hygiene. What is Health? As per the World Health Organization (WHO), health is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”

## Elaborate

Explain – This means being healthy does not simply mean not being unhealthy – it also means you need to be at peace emotionally, and feel fit physically. For example, you cannot say you are healthy simply because you do not have any physical ailments like a cold or cough. You also need to think about whether you are feeling calm, relaxed and happy.

### Common Health Issues

Some common health issues are:

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

## Say

- Give participants some tips to prevent health issues.

## Elaborate

Explain – Taking measures to prevent ill health is always better than curing a disease or sickness. You can stay healthy by:

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

## Say

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

## Elaborate

Explain – For instance, think about the kitchen in your home. Good hygiene means ensuring that the kitchen is always spick and span, the food is put away, dishes are washed and dustbins are not overflowing with garbage. Doing all this will reduce the chances of attracting pests like rats or cockroaches, and prevent the growth of fungus and other bacteria, which could spread disease.

How many of these health standards do you follow? Tick the ones that apply to you.

- Have a bath or shower every day with soap – and wash your hair with shampoo 2-3 times a week.
- Wear a fresh pair of clean undergarments every day.

- Brush your teeth in the morning and before going to bed.
- Cut your fingernails and toenails regularly.
- Wash your hands with soap after going to the toilet.
- Use an anti-perspirant deodorant on your underarms if you sweat a lot.
- Wash your hands with soap before cooking or eating.
- Stay home when you are sick, so other people don't catch what you have.
- Wash dirty clothes with laundry soap before wearing them again.
- Cover your nose with a tissue/your hand when coughing or sneezing.

## Say

- Tell the participants about the Swachh Bharat Abhiyan. The 'Swachh Bharat Abhiyan' (Clean India Mission) launched by Prime Minister Shri Narendra Modi on 2nd October 2014, believes in doing exactly this. The aim of this mission is to clean the streets and roads of India and raise the overall level of cleanliness. Currently this mission covers 4,041 cities and towns across the country. Millions of our people have taken the pledge for a clean India. You should take the pledge too, and do everything possible to keep our country clean!
- Also tell the participants about the habits.

## Elaborate

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

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

- Always having a positive attitude
- Making exercise a part of your daily routine
- Reading motivational and inspirational stories
- Smiling! Make it a habit to smile as often as possible
- Making time for family and friends
- Going to bed early and waking up early

Some bad habits that you should quit immediately are:

- Skipping breakfast
- Snacking frequently even when you are not hungry
- Eating too much fattening and sugary food
- Smoking, drinking alcohol and doing drugs

**Do** 

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

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

**Say** 

- Tell the participants about the Negotiable Employee Safety Habits.

**Elaborate** 

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

- Immediately report unsafe conditions to a supervisor
- Recognize and report safety hazards that could lead to slips, trips and falls
- Report all injuries and accidents to a supervisor
- Wear the correct protective equipment when required
- Learn how to correctly use equipment provided for safety purposes
- Be aware of and avoid actions that could endanger other people
- Take rest breaks during the day and some time off from work during the week

## Say

- Tell the participants about the Self Analysis. To truly achieve your full potential, you need to take a deep look inside yourself and find out what kind of person you really are. This attempt to understand your personality is known as self-analysis. Assessing yourself in this manner will help you grow, and will also help you to identify areas within yourself that need to be further developed, changed or eliminated.
- Tell the participants about the motivation. Very simply put, motivation is your reason for acting or behaving in a certain manner. It is important to understand that not everyone is motivated by the same desires – people are motivated by many, many different things. We can understand this better by looking at Maslow's Hierarchy of Needs.
- Also tell the participants about the Maslow's Hierarchy of needs.

## Elaborate

Tell them – Famous American psychologist Abraham Maslow wanted to understand what motivates people. He believed that people have five types of needs, ranging from very basic needs (called physiological needs) to more important needs that are required for self-growth (called self-actualization needs). Between the physiological and self-actualization needs are three other needs – safety needs, belongingness and love needs, and esteem needs. These needs are usually shown as a pyramid with five levels and are known as Maslow's Hierarchy of Needs.

As you can see from the pyramid, the lowest level depicts the most basic needs. Maslow believed that our behaviour is motivated by our basic needs, until those needs are met. Once they are fulfilled, we move to the next level and are motivated by the next level of needs. Let's understand this better with an example:

“Rupa comes from a very poor family. She never has enough food, water, warmth or rest. According to Maslow, until Rupa is sure that she will get these basic needs, she will not even think about the next level of needs – her safety needs. But, once Rupa is confident that her basic needs will be met, she will move to the next level, and her behaviour will then be motivated by her need for security and safety. Once these new needs are met, Rupa will once again move to the next level, and be motivated by her need for relationships and friends. Once this need is satisfied, Rupa will then focus on the fourth level of needs – her esteem needs, after which she will move up to the fifth and last level of needs – the desire to achieve her full potential.”

## Say

- Tell the participants about the Achievements Motivation. We now know that people are motivated by basic, psychological and self-fulfillment needs. However, certain people are also motivated by the achievement of highly challenging accomplishments. This is known as Achievement Motivation, or 'need for achievement'.



## Elaborate

Tell them – The level of motivation achievement in a person differs from individual to individual. It is important that entrepreneurs have a high level of achievement motivation – a deep desire to accomplish something important and unique. It is equally important that they hire people who are also highly motivated by challenges and success.

### Characteristics of Entrepreneurs with Achievement Motivation

- Entrepreneurs with achievement motivation can be described as follows:
- Unafraid to take risks for personal accomplishment
- Love being challenged Future-oriented Flexible and adaptive
- Value negative feedback more than positive feedback
- Very persistent when it comes to achieving goals
- Extremely courageous
- Highly creative and innovative
- Restless - constantly looking to achieve more
- Feel personally responsible for solving problems

### Think about it:

- How many of these traits do you have?
- Can you think of entrepreneurs who display these traits?

## Say

- Tell the participants how to cultivate a positive attitude. The good news is attitude is a choice. So it is possible to improve, control and change our attitude, if we decide we want to!

## Elaborate

Tell them – The following tips help foster a positive mindset:

- Remember that you control your attitude, not the other way around
- Devote at least 15 minutes a day towards reading, watching or listening to something positive
- Avoid negative people who only complain and stop complaining yourself
- Expand your vocabulary with positive words and delete negative phrases from your mind
- Be appreciative and focus on what's good in yourself, in your life, and in others
- Stop thinking of yourself as a victim and start being proactive
- Imagine yourself succeeding and achieving your goals

## Say

- Tell the participants about the attitude. Now that we understand why motivation is so important for self-analysis, let's look at the role our attitude plays in better understanding ourselves. Attitude can be described as your tendency (positive or negative), to think and feel about someone or something

## Elaborate

Tell them – Attitude is the foundation for success in every aspect of life. Our attitude can be our best friend or our worst enemy. In other words:

***“The only disability in life is a bad attitude.”***

When you start a business, you are sure to encounter a wide variety of emotions, from difficult times and failures to good times and successes. Your attitude is what will see you through the tough times and guide you towards success. Attitude is also infectious. It affects everyone around you, from your customers to your employees to your investors. A positive attitude helps build confidence in the workplace while a negative attitude is likely to result in the demotivation of your people.

## Say

- Tell the participants about the Honesty and Work Ethics. Honesty is the quality of being fair and truthful. It means speaking and acting in a manner that inspires trust.

## Elaborate

Tell them – A person who is described as honest is seen as truthful and sincere, and as someone who isn't deceitful or devious and doesn't steal or cheat. There are two dimensions of honesty – one is honesty in communication and the other is honesty in conduct. Honesty is an extremely important trait because it results in peace of mind and builds relationships that are based on trust. Being dishonest, on the other hand, results in anxiety and leads to relationships full of distrust and conflict.

## Say

- Tell the participants about the Qualities of Honest People.

## Elaborate

Tell them – Honest individuals have certain distinct characteristics. Some common qualities among honest people are:

- They don't worry about what others think of them. They believe in being themselves – they don't bother about whether they are liked or disliked for their personalities.
- They stand up for their beliefs. They won't think twice about giving their honest opinion, even if they are aware that their point of view lies with the minority.
- They are thick skinned. This means they are not affected by others judging them harshly for their honest opinions.
- They forge trusting, meaningful and healthy friendships. Honest people usually surround themselves with honest friends. They have faith that their friends will be truthful and upfront with them at all times.

They are trusted by their peers. They are seen as people who can be counted on for truthful and objective feedback and advice.

- **Honesty and employees:** When entrepreneurs build honest relationships with their employees, it leads to more transparency in the workplace, which results in higher work performance and better results.
- **Honesty and investors:** For entrepreneurs, being honest with investors means not only sharing strengths but also candidly disclosing current and potential weaknesses, problem areas and solution strategies. Keep in mind that investors have a lot of experience with startups and are aware that all new companies have problems. Claiming that everything is perfectly fine and running smoothly is a red flag for most investors.
- **Honesty with oneself:** The consequences of being dishonest with oneself can lead to dire results, especially in the case of entrepreneurs. For entrepreneurs to succeed, it is critical that they remain realistic about their situation at all times, and accurately judge every aspect of their enterprise for what it truly is.

### What are Work Ethics?

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

## Say

- Tell the participants about the Elements of Work Ethics.

## Elaborate

Tell them – An entrepreneur must display strong work ethics, as well as hire only those individuals who believe in and display the same level of ethical behavior in the workplace. Some elements of a strong work ethic are:

- **Professionalism:** This involves everything from how you present yourself in a corporate setting to the manner in which you treat others in the workplace.
- **Respectfulness:** This means remaining poised and diplomatic regardless of how stressful or volatile a situation is.
- **Dependability:** This means always keeping your word, whether it's arriving on time for a meeting or delivering work on time.
- **Dedication:** This means refusing to quit until the designated work is done, and completing the work at the highest possible level of excellence.
- **Determination:** This means embracing obstacles as challenges rather than letting them stop you, and pushing ahead with purpose and resilience to get the desired results.
- **Accountability:** This means taking responsibility for your actions and the consequences of your actions, and not making excuses for your mistakes.
- **Humility:** This means acknowledging everyone's efforts and hard work, and sharing the credit for accomplishments.

## Say

- Tell the participants how to foster a good work ethic. As an entrepreneur, it is important that you clearly define the kind of behavior that you expect from each and every team member in the workplace.

## Elaborate

Tell them – You should make it clear that you expect employees to display positive work ethics like:

- **Honesty:** All work assigned to a person should be done with complete honesty, without any deceit or lies.
- **Good attitude:** All team members should be optimistic, energetic, and positive.
- **Reliability:** Employees should show up where they are supposed to be, when they are supposed to be there.
- **Good work habits:** Employees should always be well groomed, never use inappropriate language, conduct themselves professionally at all times, etc.
- **Initiative:** Doing the bare minimum is not enough. Every team member needs to be proactive and show initiative.
- **Trustworthiness:** Trust is non-negotiable. If an employee cannot be trusted, it's time to let that employee go.
- **Respect:** Employees need to respect the company, the law, their work, their colleagues and themselves.

## Say

- Tell the participants about the creativity and innovation.

## Elaborate

### What is Creativity?

Creativity means thinking outside the box. It means viewing things in new ways or from different perspectives, and then converting these ideas into reality. Creativity involves two parts: thinking and producing. Simply having an idea makes you imaginative, not creative. However, having an idea and acting on it makes you creative.

### Characteristics of Highly Creative People

Some characteristics of creative people are:

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

### What is Innovation?

There are many different definitions of innovation. In simple terms, innovation means turning an idea into a solution that adds value. It can also mean adding value by implementing a new product, service or process, or significantly improving on an existing product, service or process.

### Characteristics of Highly Innovative People

Some characteristics of highly innovative people are:

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

## Say

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

## Elaborate

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

### Benefits of Time Management

Time management can lead to huge benefits like:

- Greater productivity
- Higher efficiency
- Better professional reputation
- Reduced stress
- Higher chances for career advancement
- Greater opportunities to achieve goals

Not managing time effectively can result in undesirable consequences like:

- Missing deadlines
- Inefficient work output
- Substandard work quality
- Poor professional reputation
- Stalled career
- Increase in stress and anxiety

## Do

Discuss with the participants about the Traits of effective Time Managers. Some traits of effective time managers are:

- They begin projects early They set daily objectives
- They modify plans if required, to achieve better results
- They are flexible and open-minded
- They inform people in advance if their help will be required

- They know how to say no
- They break tasks into steps with specific deadlines
- They continually review long term goals
- They think of alternate solutions if and when required
- They ask for help when required They create backup plans

## Say

- Tell the participants about the effective time management techniques.

## Elaborate

Tell them – You can manage your time better by putting into practice certain time management techniques. Some helpful tips are:

- Plan out your day as well as plan for interruptions. Give yourself at least 30 minutes to figure out your time plan. In your plan, schedule some time for interruptions.
- Put up a “Do Not Disturb” sign when you absolutely have to complete a certain amount of work.
- Close your mind to all distractions. Train yourself to ignore ringing phones, don’t reply to chat messages and disconnect from social media sites.
- Delegate your work. This will not only help your work get done faster, but will also show you the unique skills and abilities of those around you.
- Stop procrastinating. Remind yourself that procrastination typically arises due to the fear of failure or the belief that you cannot do things as perfectly as you wish to do them.
- Prioritize. List each task to be completed in order of its urgency or importance level. Then focus on completing each task, one by one.
- Maintain a log of your work activities. Analyze the log to help you understand how efficient you are, and how much time is wasted every day.
- Create time management goals to reduce time wastage.

## Say

- Now tell the participants about the Anger Management.

## Elaborate

Tell them – Anger management is the process of:

- Learning to recognize the signs that you, or someone else, is becoming angry
- Taking the best course of action to calm down the situation in a positive way Anger management does not mean suppressing anger.

### Importance of Anger Management

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

### Extreme anger can:

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

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

## Say

- Tell the participants about the Anger Management Strategies.

## Elaborate

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

### Strategy 1: Relaxation

Something as simple as breathing deeply and looking at relaxing images works wonders in calming down angry feelings. Try this simple breathing exercise:

- Take a deep breath from your diaphragm (don't breathe from your chest)
- Visualize your breath coming up from your stomach
- Keep repeating a calming word like 'relax' or 'take it easy' (remember to keep breathing deeply while repeating the word)
- Picture a relaxing moment (this can be from your memory or your imagination)

Follow this relaxation technique daily, especially when you realize that you're starting to feel angry.



**Strategy 2: Cognitive Restructuring**

Cognitive restructuring means changing the manner in which you think. Anger can make you curse, swear, exaggerate and act very dramatically. When this happens, force yourself to replace your angry thoughts with more logical ones. For instance, instead of thinking 'Everything is ruined' change your mindset and tell yourself 'It's not the end of the world and getting angry won't solve this'.

**Strategy 3: Problem Solving**

Getting angry about a problem that you cannot control is a perfectly natural response. Sometimes, try as you may, there may not be a solution to the difficulty you are faced with. In such cases, stop focusing on solving the problem, and instead focus on handling and facing the problem. Remind yourself that you will do your best to deal with the situation, but that you will not blame yourself if you don't get the solution you desire.

**Strategy 4: Better Communication**

When you're angry, it is very easy to jump to inaccurate conclusions. In this case, you need to force yourself to stop reacting, and think carefully about what you want to say, before saying it. Avoid saying the first thing that enters your head. Force yourself to listen carefully to what the other person is saying. Then think about the conversation before responding.

**Strategy 5: Changing Your Environment**

If you find that your environment is the cause of your anger, try and give yourself a break from your surroundings. Make an active decision to schedule some personal time for yourself, especially on days that are very hectic and stressful. Having even a brief amount of quiet or alone time is sure to help calm you down.

**Say** 

- Tell the participants about the Stress Management. We say we are 'stressed' when we feel overloaded and unsure of our ability to deal with the pressures placed on us. Anything that challenges or threatens our well-being can be defined as a stress.

**Elaborate** 

Tell them – It is important to note that stress can be good and bad. While good stress keeps us going, negative stress undermines our mental and physical health. This is why it is so important to manage negative stress effectively.

**Causes of Stress**

Stress can be caused by internal and external factors.

Internal causes of stress:

- Constant worry
- Rigid thinking
- Unrealistic expectations
- Pessimism

- Negative self-talk
- All in or all out attitude

External causes of stress:

- Major life changes
- Difficulties with relationships
- Having too much to do
- Difficulties at work or in school
- Financial difficulties
- Worrying about one’s children and/or family

**Say** 

- Tell the participants about the Symptoms of Stress.

**Elaborate** 

Tell them – Stress can manifest itself in numerous ways. Take a look at the cognitive, emotional, physical and behavioral symptoms of stress.

Cognitive Symptoms	Emotional Symptoms
<ul style="list-style-type: none"> <li>• Memory problems</li> <li>• Concentration issues</li> <li>• Lack of judgement</li> <li>• Pessimism</li> <li>• Anxiety</li> <li>• Constant worrying</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Agitation</li> <li>• Irritability</li> <li>• Loneliness</li> <li>• Anxiety</li> <li>• Anger</li> </ul>
Physical Symptoms	Behavioral Symptoms
<p>Aches and pain</p> <p>Diarrhea or constipation</p> <p>Nausea</p> <p>Dizziness</p> <p>Chest pain and/or rapid heartbeat</p> <p>Frequent cold or flu like feelings</p>	<p>Increase or decrease in appetite</p> <p>Over sleeping or not sleeping enough</p> <p>Withdrawing socially</p> <p>Ignoring responsibilities</p> <p>Consumption of alcohol or cigarettes</p> <p>Nervous habits like nail biting, pacing etc.</p>

**Do** 

Give participants Tips for managing Stress. The following tips can help you manage your stress better:

- Note down the different ways in which you can handle the various sources of your stress.
- Remember that you cannot control everything, but you can control how you respond.
- Discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively.
- Practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed.
- Devote a part of your day towards exercise.
- Eat healthy foods like fruits and vegetables. Avoid unhealthy foods especially those containing large amounts of sugar.
- Plan your day so that you can manage your time better, with less stress.
- Say no to people and things when required.
- Schedule time to pursue your hobbies and interests.
- Ensure you get at least 7-8 hours of sleep.
- Reduce your caffeine intake.
- Increase the time spent with family and friends.

## 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

- Divide the class into two equal groups.
- Tell the participants they have to give a presentation on Work Ethics and Innovation.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Presentation on work ethics and innovation	2 Hours	• Charts and markers

## UNIT 10.2: Digital Literacy: A Recap

### Unit Objectives

**At the end of the unit, students 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 basic computer terminology
5. Recall the functions of basic computer keys
6. Discuss the main applications of MS Office
7. Discuss the benefits of Microsoft Outlook
8. Discuss the different types of e-commerce
9. List the benefits of e-commerce for retailers and customers
10. Discuss how the Digital India campaign will help boost e-commerce in India
11. Describe how you will sell a product or service on an e-commerce platform

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the basic parts of a Computer.

## Elaborate

- **Central Processing Unit (CPU):** The brain of the computer. It interprets and carries out program instructions.
- **Hard Drive:** A device that stores large amounts of data.
- **Monitor:** The device that contains the computer screen where the information is visually displayed.
- **Desktop:** The first screen displayed after the operating system loads.
- **Background:** The image that fills the background of the desktop.
- **Mouse:** A hand-held device used to point to items on the monitor.
- **Speakers:** Devices that enable you to hear sound from the computer.
- **Printer:** A device that converts output from a computer into printed paper documents.
- **Icon:** A small picture or image that visually represents something on your computer.
- **Cursor:** An arrow which indicates where you are positioned on the screen.
- **Program Menu:** A list of programs on your computer that can be accessed from the Start menu.
- **Taskbar:** The horizontal bar at the bottom of the computer screen that lists applications that are currently in use.
- **Recycle Bin:** A temporary storage for deleted files.

## Do

Discuss with the participants about the basic internet terms.

- **The Internet:** A vast, international collection of computer networks that transfers information.
- **The World Wide Web:** A system that lets you access information on the Internet.
- **Website:** A location on the World Wide Web (and Internet) that contains information about a specific topic.
- **Homepage:** Provides information about a website and directs you to other pages on that website.
- **Link/Hyperlink:** A highlighted or underlined icon, graphic, or text that takes you to another file or object.
- **Web Address/URL:** The address for a website.
- **Address Box:** A box in the browser window where you can type in a web address.

## Say

- Tell the participants about the basic computer keys.
  - » Arrow Keys: Press these keys to move your cursor.
  - » Space bar: Adds a space.
  - » Enter/Return: Moves your cursor to a new line.
  - » Shift: Press this key if you want to type a capital letter or the upper symbol of a key.

- » Caps Lock: Press this key if you want all the letters you type to be capital letters. Press it again to revert back to typing lowercase letters.
- » Backspace: Deletes everything to the left of your cursor.
- Also tell the participants about the MS office and Email.

## Elaborate

Tell them – MS Office or Microsoft Office is a suite of computer programs developed by Microsoft. Although meant for all users, it offers different versions that cater specifically to students, home users and business users. All the programs are compatible with both, Windows and Macintosh.

### Most Popular Office Products

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

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

### Why Choose Microsoft Outlook

A popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar. Some major benefits of this program are:

- Integrated search function: You can use keywords to search for data across all Outlook programs.
- Enhanced security: Your email is safe from hackers, junk mail and phishing website email.
- Email syncing: Sync your mail with your calendar, contact list, notes in One Note and...your phone!
- Offline access to email: No Internet? No problem! Write emails offline and send them when you're connected again.

## Say

- Tell the participants about the E-Commerce. E-commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet. E-Commerce is the short form for "electronic commerce."

## Elaborate

Tell them – Followings are the examples of E-Commerce:

- Online shopping Online auctions
- Online ticketing
- Electronic payments
- Internet banking

### Types of E-Commerce

E-commerce can be classified based on the types of participants in the transaction. The main types of e-commerce are:

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

The e-commerce business provides some benefits for retailers and customers.

## Do

- Discuss with the participants about the Digital India Campaign. Prime Minister Narendra Modi launched the Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services, knowledge and information. The campaign aims to improve the country's online infrastructure and increase internet connectivity, thus boosting the e-commerce industry.
- Currently, the majority of online transactions come from tier 2 and tier 3 cities. Once the Digital India campaign is in place, the government will deliver services through mobile connectivity, which will help deliver internet to remote corners of the country. This will help the e-commerce market to enter India's tier 4 towns and rural areas.

### E-Commerce Activity

Choose a product or service that you want to sell online. Write a brief note explaining how you will use existing e-commerce platforms, or create a new e-commerce platform, to sell your product or service.



## 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

- Divide the class into two equal groups.
- Tell the participants they have to demonstrate the steps of opening a Bank account and on online banking.
- Tell them they would be given a time of 20 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
1. Demonstrate the process of opening a bank account and how to use online banking	2 Hours	<ul style="list-style-type: none"> <li>• Charts and markers</li> </ul>

## UNIT 10.3: Money Matters

### Unit Objectives

**At the end of the unit, students 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 transfers

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Personal Finance. We all know that the future is unpredictable. You never know what will happen tomorrow, next week or next year. That's why saving money steadily through the years is so important.

## Elaborate

Tell them – Saving money will help improve your financial situation over time. But more importantly, knowing that you have money stashed away for an emergency will give you peace of mind. Saving money also opens the door to many more options and possibilities.

### Benefits of Saving

Inculcating the habit of saving leads to a vast number of benefits. Saving helps you:

- **Become financially independent:** When you have enough money saved up to feel secure you can start making your choices, from taking a vacation whenever you want, to switching careers or starting your own business.
- **Invest in yourself through education:** Through saving, you can earn enough to pay up for courses that will add to your professional experience and ultimately result in higher paying jobs.
- **Get out of debt:** Once you have saved enough as a reserve fund, you can use your savings to pay off debts like loans or bills that have accumulated over time.
- **Be prepared for surprise expenses:** Having money saved enables you to pay for unforeseen expenses like sudden car or house repairs, without feeling financially stressed.
- **Pay for emergencies:** Saving helps you deal with emergencies like sudden health issues or emergency trips without feeling financially burdened.
- **Afford large purchases and achieve major goals:** Saving diligently makes it possible to place down payments towards major purchases and goals, like buying a home or a car.
- **Retire:** The money you have saved over the years will keep you comfortable when you no longer have the income you would get from your job.

## Say

- Tell the participants about the Types of Bank Accounts.

## Elaborate

Tell them – In India, banks offer four main types of bank accounts. These are:

- Current Accounts
- Savings Accounts
- Recurring Deposit Accounts
- Fixed Deposit Accounts

### Current Accounts

Current accounts offer the most liquid deposits and thus, are best suited for businessmen and companies. As these accounts are not meant for investments and savings, there is no imposed limit on the number or amount of transactions that can be made on any given day. Current account holders are not paid any interest on the amounts held in their accounts. They are charged for certain services offered on such accounts.

### Savings Accounts

Savings accounts are meant to promote savings, and are therefore the number one choice for salaried individuals, pensioners and students. While there is no restriction on the number and amount of deposits made, there are usually restrictions on the number and amount of withdrawals. Savings account holders are paid interest on their savings.

### Recurring Deposit Accounts

Recurring Deposit accounts, also called RD accounts, are the accounts of choice for those who want to save an amount every month, but are unable to invest a large sum at one time. Such account holders deposit a small, fixed amount every month for a pre-determined period (minimum 6 months). Defaulting on a monthly payment results in the account holder being charged a penalty amount. The total amount is repaid with interest at the end of the specified period.

### Fixed Deposit Accounts

Fixed Deposit accounts, also called FD accounts, are ideal for those who wish to deposit their savings for a long term in return for a high rate of interest. The rate of interest offered depends on the amount deposited and the time period, and also differs from bank to bank. In the case of an FD, a certain amount of money is deposited by the account holder for a fixed period of time. The money can be withdrawn when the period expires. If necessary, the depositor can break the fixed deposit prematurely. However, this usually attracts a penalty amount which also differs from bank to bank.

## Say

- Tell the participants about Opening a Bank Accounts.

## Elaborate

Tell them – Opening a bank account is quite a simple process. Take a look at the steps to open an account of your own:

### Step 1: Fill in the Account Opening Form

This form requires you to provide the following information:

- Personal details (name, address, phone number, date of birth, gender, occupation, address)
- Method of receiving your account statement (hard copy/email)
- Details of your initial deposit (cash/cheque)
- Manner of operating your account (online/mobile banking/traditional via cheque, slip books) Ensure that you sign wherever required on the form.

### Step 2: Affix your Photograph

Stick a recent photograph of yourself in the allotted space on the form.

### Step 3: Provide your Know Your Customer (KYC) Details

KYC is a process that helps banks verify the identity and address of their customers. To open an account, every individual needs to submit certain approved documents with respect to photo identity (ID) and address proof. Some Officially Valid Documents (OVDs) are:

- Passport
- Driving License
- Voters' Identity Card
- PAN Card
- UIDAI (Aadhaar) Card

### Step 4: Submit All your Documents

Submit the completed Account Opening Form and KYC documents. Then wait until the forms are processed and your account has been opened!

### Say

- Tell the participants about Fixed and variable costs.

### Elaborate

Tell them – Fixed costs and variable costs together make up a company's total cost. These are the two types of costs that companies have to bear when producing goods and services. A fixed cost does not change with the volume of goods or services a company produces. It always remains the same. A variable cost, on the other hand, increases and decreases depending on the volume of goods and services produced. In other words, it varies with the amount produced.

#### Differences between Fixed and Variable Costs

Let's take a look at some of the main differences between fixed and variable costs:

Criteria	Fixed Costs	Variable Costs
Meaning	A cost that stays the same, regardless of the output produced.	A cost that changes when the
Nature	Time related.	Volume related.
Incurred	Incurred irrespective of units being produced.	Incurred only when units are produced.
Unit cost	Inversely proportional to the number of units produced.	Remains the same, per unit.
Examples	Depreciation, rent, salary, insurance, tax etc.	Material consumed, wages, commission on sales, packing expenses, etc.

## Say

- Tell the participants about the investment, insurance and taxes.

## Elaborate

Tell them – Investment means that money is spent today with the aim of reaping financial gains at a future time. The main types of investment options are as follows:

- **Bonds:** Bonds are instruments used by public and private companies to raise large sums of money – too large to be borrowed from a bank. These bonds are then issued in the public market and are bought by lenders.
- **Stocks:** Stocks or equity are shares that are issued by companies and are bought by the general public.
- **Small Savings Schemes:** Small Savings Schemes are tools meant to save money in small amounts. Some popular schemes are the Employees Provident Fund, Sukanya Samriddhi Scheme and National Pension Scheme.
- **Mutual Funds:** Mutual Funds are professionally managed financial instruments that invest money in different securities on behalf of investors.
- **Fixed Deposits:** A fixed amount of money is kept aside with a financial institution for a fixed amount of time in return for interest on the money.
- **Real Estate:** Loans are taken from banks to purchase real estate, which is then leased or sold with the aim of making a profit on the appreciated property price.
- **Hedge Funds:** Hedge funds invest in both financial derivatives and/or publicly traded securities.
- **Private Equity:** Private Equity is trading in the shares of an operating company that is not publicly listed and whose shares are not available on the stock market.
- **Venture Capital:** Venture Capital involves investing substantial capital in a budding company in return for stocks in that company.

### Insurance

There are two types of insurance:

1. Life Insurance
2. Non-Life or General Insurance.

## Say

- Tell the participants about the online banking, NEFT, RTGS etc.

## Elaborate

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

### Internet banking can be used to:

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

### Electronic Funds Transfers

Electronic funds transfer is a convenient way of transferring money from the comfort of one's own home, using integrated banking tools like internet and mobile banking.

Transferring funds via an electronic gateway is extremely convenient. With the help of online banking, you can choose to:

- Transfer funds into your own accounts of the same bank.
- Transfer funds into different accounts of the same bank.
- Transfer funds into accounts in different banks, using NEFT.
- Transfer funds into other bank accounts using RTGS.
- Transfer funds into various accounts using IMPS.

### NEFT

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

## 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.

## UNIT 10.4: Preparing for Employment & Self Employment

### Unit Objectives

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

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

### Resources to be Used

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

### Do

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

### Say

- Tell the participants about the Interview Preparation. The success of your getting the job that you want depends largely on how well your interview for that job goes. Therefore, before you go in for your interview, it is important that you prepare for it with a fair amount of research and planning.



## Elaborate

Tell them – Take a look at the steps to follow in order to be well prepared for an interview:

### **Research the organization that you are having the interview with.**

- Studying the company beforehand will help you be more prepared at the time of the interview. Your knowledge of the organization will help you answer questions at the time of the interview, and will leave you looking and feeling more confident. This is sure to make you stand out from other, not as well informed, candidates.
- Look for background information on the company. Try and find an overview of the company and its industry profile.
- Visit the company website to get a good idea of what the company does. A company website offers a wealth of important information. Read and understand the company's mission statement. Pay attention to the company's products/services and client list. Read through any press releases to get an idea of the company's projected growth and stability.
- Note down any questions that you have after your research has been completed.

### **Think about whether your skills and qualifications match the job requirements.**

- Carefully read through and analyze the job description.
- Make a note of the knowledge, skills and abilities required to fulfill the job requirements.
- Take a look at the organization hierarchy. Figure out where the position you are applying for fits into this hierarchy.

### **Go through the most typical interview questions asked, and prepare your responses.**

- Remember, in most interviews a mix of resume-based, behavioral and case study questions are asked.
- Think about the kind of answers you would like to provide to typical questions asked in these three areas.
- Practice these answers until you can express them confidently and clearly.

### **Plan your attire for the interview.**

- It is always safest to opt for formal business attire, unless expressly informed to dress in business casual (in which case you should use your best judgement).
- Ensure that your clothes are clean and well-ironed. Pick neutral colours – nothing too bright or flashy.
- The shoes you wear should match your clothes, and should be clean and suitable for an interview.
- Remember, your aim is to leave everyone you meet with the impression that you are a professional and highly efficient person.

## Say

- Tell the participants how to prepare an effective resume. A resume is a formal document that lists a candidate's work experience, education and skills. A good resume gives a potential employer enough information to believe the applicant is worth interviewing. That's why it is so important to create a résumé that is effective.

## Elaborate

Tell them – Take a look at the steps to create an effective resume:

### Step 1: Write the Address Section

The Address section occupies the top of your resume. It includes information like your name, address, phone number and e-mail address. Insert a bold line under the section to separate it from rest of your resume.

**Example:**

Jasmine Watts  
Breach Candy, Mumbai – India  
Contact No: +91 2223678270  
Email: jasmine.watts@gmail.com

---

### Step 2: Add the Profile Summary Section

This part of your resume should list your overall experiences, achievements, awards, certifications and strengths. You can make your summary as short as 2-3 bullet points or as long as 8-10 bullet points.

**Example:**

#### Profile Summary

- A Content Writer graduated from University of Strathclyde having 6 years of experience in writing website copy.
- Core expertise lies in content creation for e-learning courses, specifically for the K-12 segment.

### Step 3: Include Your Educational Qualifications

When listing your academic records, first list your highest degree. Then add the second highest qualification under the highest one and so on. To provide a clear and accurate picture of your educational background, it is critical that include information on your position, rank, percentage or CPI for every degree or certification that you have listed.

If you have done any certifications and trainings, you can add a Trainings & Certifications section under your Educational Qualifications section.

**Example:****Educational Qualifications**

- Masters in International Management (2007) from Columbia University with 8.8 CPI.
- Bachelor of Management Studies (2004) from Mumbai University with 87% marks.
- 10+2 with Math, Stats (2001) from Maharashtra Board with 91% marks.
- High School (1999) from Maharashtra Board with 93% marks.

**Step 4: List Your Technical Skills**

When listing your technical skills, start with the skills that you are most confident about. Then add the skills that you do not have as good a command over. It is perfectly acceptable to include just one skill, if you feel that particular skill adds tremendous value to your résumé. If you do not have any technical skills, you can omit this step.

**Example:****Technical Skills**

- Flash
- Photoshop

**Step 5: Insert Your Academic Project Experience**

List down all the important projects that you have worked on. Include the following information in this section:

**Example:**

- |                 |                |                 |
|-----------------|----------------|-----------------|
| • Project title | • Organization | • Platform used |
| • Contribution  | • Description  |                 |

**Academic Projects**

**Project Title:** Different Communication Skills

**Organization:** True Blue Solutions

**Platform used:** Articulate

**Contribution:** Content writing and graphic visualization

**Description:** Development of storyboards for corporate induction & training programs

**Step 6: List Your Strengths**

This is where you list all your major strengths. This section should be in the form of a bulleted list.

**Example:****Strengths**

- Excellent oral, written and presentation skills
- Action-oriented and result-focused
- Great time management skills

**Step 7: List Your Extracurricular Activities**

It is very important to show that you have diverse interests and that your life consists of more than academics. Including your extracurricular activities can give you an added edge over other candidates who have similar academic scores and project experiences. This section should be in the form of a bulleted list.

Example:

**Extracurricular Activities**

- Member of the Debate Club
- Played tennis at a national level
- Won first prize in the All India Camel Contest, 2010

**Step 8: Write Your Personal Details**

The last section of your résumé must include the following personal information:

- Date of birth
- Gender & marital status
- Nationality
- Languages known

Example:

**Personal Details**

- Date of birth: 25<sup>th</sup> May, 1981
- Gender & marital status: Female, Single
- Nationality: Indian
- Languages known: English, Hindi, Tamil, French

**Say** 

- Tell the participants about the interview FAQs.

## Elaborate

Tell them – Take a look at some of the most frequently asked interview questions, and some helpful tips on how to answer them.

### **Can you tell me a little about yourself?**

Tips to answer:

- Don't provide your full employment or personal history.
- Offer 2-3 specific experiences that you feel are most valuable and relevant.
- Conclude with how those experiences have made you perfect for this specific role.

### **How did you hear about the position?**

Tips to answer:

- Tell the interviewer how you heard about the job – whether it was through a friend (name the friend), event or article (name them) or a job portal (say which one).
- Explain what excites you about the position and what in particular caught your eye about this role.

### **What do you know about the company?**

Tips to answer:

- Don't recite the company's About Us page.
- Show that you understand and care about the company's goals.
- Explain why you believe in the company's mission and values.

## Say

- Tell the participants about the work readiness.

## Elaborate

Tell them – Every employee should be well versed in the following terms:

- **Annual leave:** Paid vacation leave given by employers to employees.
- **Background Check:** A method used by employers to verify the accuracy of the information provided by potential candidates.
- **Benefits:** A part of an employee's compensation package.
- **Breaks:** Short periods of rest taken by employees during working hours.
- **Compensation Package:** The combination of salary and benefits that an employer provides to his/her employees.
- **Compensatory Time (Comp Time):** Time off in lieu of pay.
- **Contract Employee:** An employee who works for one organization that sells said employee's services to another company, either on a project or time basis.
- **Contract of Employment:** When an employee is offered work in exchange for wages or salary, and accepts the offer made by the employer, a contract of employment exists.
- **Corporate Culture:** The beliefs and values shared by all the members of a company, and imparted from one generation of employees to another.
- **Counter Offer/Counter Proposal:** A negotiation technique used by potential candidates to increase the amount of salary offered by a company.

## 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.

## UNIT 10.5: Understand Entrepreneurship

### Unit Objectives

**At the end of the unit, students 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. Understand 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 government's role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure

## Resources to be Used

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

## Do

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

## Say

- Tell the participants about the Entrepreneurship. Anyone who is determined to start a business, no matter what the risk, is an entrepreneur. Entrepreneurs run their own start-up, take responsibility for the financial risks and use creativity, innovation and vast reserves of self-motivation to achieve success.
- Tell the participants about the importance and characteristics of Entrepreneurship.

## Elaborate

Tell them – Entrepreneurship is very important for the following reasons:

- It results in the creation of new organizations
- It brings creativity into the marketplace
- It leads to improved standards of living
- It helps develop the economy of a country

### Characteristics of Entrepreneurs

All successful entrepreneurs have certain characteristics in common.

They are all:

- Extremely passionate about their work
- Confident in themselves
- Disciplined and dedicated



- Motivated and driven
- Highly creative
- Visionaries
- Open-minded
- Decisive

**Entrepreneurs also have a tendency to:**

- Have a high risk tolerance
- Thoroughly plan everything
- Manage their money wisely
- Make their customers their priority
- Understand their offering and their market in detail
- Ask for advice from experts when required
- Know when to cut their losses

**Say** 

- Tell the participants about the types of enterprises.

**Elaborate** 

Tell them – As an entrepreneur in India, you can own and run any of the following types of enterprises:

**Sole Proprietorship**

In a sole proprietorship, a single individual owns, manages and controls the enterprise. This type of business is the easiest to form with respect to legal formalities. The business and the owner have no separate legal existence. All profit belongs to the proprietor, as do all the losses- the liability of the entrepreneur is unlimited.

**Partnership**

A partnership firm is formed by two or more people. The owners of the enterprise are called partners. A partnership deed must be signed by all the partners. The firm and its partners have no separate legal existence. The profits are shared by the partners. With respect to losses, the liability of the partners is unlimited. A firm has a limited life span and must be dissolved when any one of the partners dies, retires, claims bankruptcy or goes insane.

**Limited Liability Partnership (LLP)**

In a Limited Liability Partnership or LLP, the partners of the firm enjoy perpetual existence as well as the advantage of limited liability. Each partner's liability is limited to their agreed contribution to the LLP. The partnership and its partners have a separate legal existence.

## Say

- Tell the participants about the Leadership and team Work. Leadership means setting an example for others to follow. Setting a good example means not asking someone to do something that you wouldn't willingly want to do yourself. Leadership is about figuring out what to do in order to win as a team, and as a company. Leaders believe in doing the right things.
- Also tell the participants about the Leadership qualities that all entrepreneurs need.

## Elaborate

Tell them – Building a successful enterprise is only possible if the entrepreneur in charge possesses excellent leadership qualities. Some critical leadership skills that every entrepreneur must have are:

- **Pragmatism:** This means having the ability to highlight all obstacles and challenges, in order to resolve issues and reduce risks.
- **Humility:** This means admitting to mistakes often and early, and being quick to take responsibility for your actions. Mistakes should be viewed as challenges to overcome, not opportunities to point blame.
- **Flexibility:** It is critical for a good leader to be very flexible and quickly adapt to change. It is equally critical to know when to adapt and when not to.
- **Authenticity:** This means showing both, your strengths and your weaknesses. It means being human and showing others that you are human.
- **Reinvention:** This means refreshing or changing your leadership style when necessary. To do this, it's important to learn where your leadership gaps lie and find out what resources are required to close them.
- **Awareness:** This means taking the time to recognize how others view you. It means understanding how your presence affects those around you.

## Say

- Tell the participants about the benefits of effective Leadership. Effective leadership results in numerous benefits. Great leadership leads to the leader successfully:
  - » Gaining the loyalty and commitment of the team members
  - » Motivating the team to work towards achieving the company's goals and objectives
  - » Building morale and instilling confidence in the team members
  - » Fostering mutual understanding and team-spirit among team members
  - » Convincing team members about the need to change when a situation requires adaptability
- Discuss with the participants about the teamwork and teams. Teamwork occurs when the people in a workplace combine their individual skills to pursue a common goal. Effective teams are made up of individuals who work together to achieve this common goal. A great team is one who holds themselves accountable for the end result.
- Also tell the participants about the importance of team work in entrepreneurial success.

## Elaborate

Tell them – For an entrepreneurial leader, building an effective team is critical to the success of a venture. An entrepreneur must ensure that the team he builds possesses certain crucial qualities, traits and characteristics. An effective team is one which has:

- **Unity of purpose:** All the team members should clearly understand and be equally committed to the purpose, vision and goals of the team.
- **Great communication skills:** Team members should have the ability to express their concerns, ask questions and use diagrams, and charts to convey complex information.
- **The ability to collaborate:** Every member should feel entitled to provide regular feedback on new ideas.
- **Initiative:** The team should consist of proactive individuals. The members should have the enthusiasm to come up with new ideas, improve existing ideas, and conduct their own research.
- **Visionary members:** The team should have the ability to anticipate problems and act on these potential problem before they turn into real problems.
- **Great adaptability skills:** The team must believe that change is a positive force. Change should be seen as the chance to improve and try new things.
- **Excellent organizational skills:** The team should have the ability to develop standard work processes, balance responsibilities, properly plan projects, and set in place methods to measure progress and ROI.

## Say

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

## Elaborate

Tell them – To listen effectively you should:

- Stop talking
- Stop interrupting
- Focus completely on what is being said
- Nod and use encouraging words and gestures
- Be open-minded
- Think about the speaker's perspective
- Be very, very patient

- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

### How to Listen Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

### Say

- Tell the participants how to speak effectively.

### Elaborate

Tell them – To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.
- Build a draft of your speech before actually making your speech.
- Ensure that all your emotions and feelings are under control.
- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.
- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.
- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.
- Ensure that your speech has a logical flow.
- Be brief. Don't add any unnecessary information.
- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.
- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.
- Use visual aids like slides or a whiteboard.

- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.
- Remember to pause at the right moments

## Say

Tell the participants about the problem solving and negotiation skills. As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution". All problems contain two elements:

- Goals
- Obstacles

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

- Also tell the participants how to solve the problems.

## Elaborate

Tell them – Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

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

## Do

Discuss with the participants about the important traits for problem solving. Highly developed problem solving skills are critical for both, business owners and their employees. The following personality traits play a big role in how effectively problems are solved:

- Being open minded
- Asking the right questions
- Being proactive
- Not panicking

- Having a positive attitude
- Focusing on the right problem

## Say

- Tell the participants about the negotiation. Negotiation is a method used to settle differences. The aim of negotiation is to resolve differences through a compromise or agreement while avoiding disputes. Without negotiation, conflicts are likely to lead to resentment between people.

## Elaborate

Tell them – Good negotiation skills help satisfy both parties and go a long way towards developing strong relationships.

### Why Negotiate

Starting a business requires many, many negotiations. Some negotiations are small while others are critical enough to make or break a startup. Negotiation also plays a big role inside the workplace. As an entrepreneur, you need to know not only how to negotiate yourself, but also how to train employees in the art of negotiation.

### How to Negotiate

Take a look at some steps to help you negotiate:

- **Step 1:** Pre-Negotiation Preparation: Agree on where to meet to discuss the problem, decide who all will be present and set a time limit for the discussion.
- **Step 2:** Discuss the Problem: This involves asking questions, listening to the other side, putting your views forward and clarifying doubts.
- **Step 3:** Clarify the Objective: Ensure that both parties want to solve the same problem and reach the same goal.
- **Step 4:** Aim for a Win-Win Outcome: Try your best to be open minded when negotiating. Compromise and offer alternate solutions to reach an outcome where both parties win.
- **Step 5:** Clearly Define the Agreement: When an agreement has been reached, the details of the agreement should be crystal clear to both sides, with no scope for misunderstandings.
- **Step 6:** Implement the Agreed Upon Solution: Agree on a course of action to set the solution in motion.

## Say

- Now tell the participants about the Business opportunities Identification.

## Elaborate

Tell them – The ability to identify business opportunities is an essential characteristic of an entrepreneur.

### What is an Opportunity?

The word opportunity suggests a good chance or a favourable situation to do something offered by circumstances.

A business opportunity means a good or favourable change available to run a specific business in a given environment, at a given point of time.

### Common Questions Faced by Entrepreneurs

A critical question that all entrepreneurs face is how to go about finding the business opportunity that is right for them.

Some common questions that entrepreneurs constantly think about are:

- Should the new enterprise introduce a new product or service based on an unmet need?
- Should the new enterprise select an existing product or service from one market and offer it in another where it may not be available?
- Should the enterprise be based on a tried and tested formula that has worked elsewhere?

It is therefore extremely important that entrepreneurs must learn how to identify new and existing business opportunities and evaluate their chances of success.

### When is an Idea an Opportunity?

An idea is an opportunity when:

- It creates or adds value to a customer
- It solves a significant problem, removes a pain point or meets a demand
- Has a robust market and profit margin
- Is a good fit with the founder and management team at the right time and place

### Factors to Consider When Looking for Opportunities

- Consider the following when looking for business opportunities:
- Economic trends Changes in funding
- Changing relationships between vendors, partners and suppliers
- Market trends
- Changes in political support
- Shift in target audience

### Ways to Identify New Business Opportunities

- Identify Market Inefficiencies: When looking at a market, consider what inefficiencies are present in the market. Think about ways to correct these inefficiencies.
- Remove Key Hassles: Rather than create a new product or service, you can innovatively improve a product, service or process.
- Create Something New: Think about how you can create a new experience for customers, based on existing business models.

- Pick a Growing Sector/Industry: Research and find out which sectors or industries are growing and think about what opportunities you can tap in the same.
- Think About Product Differentiation: If you already have a product in mind, think about ways to set it apart from the existing ones.

### Ways to Identify Business Opportunities Within Your Business

SWOT Analysis: An excellent way to identify opportunities inside your business is by creating a SWOT analysis. The acronym SWOT stands for strengths, weaknesses, opportunities, and threats. SWOT analysis framework:

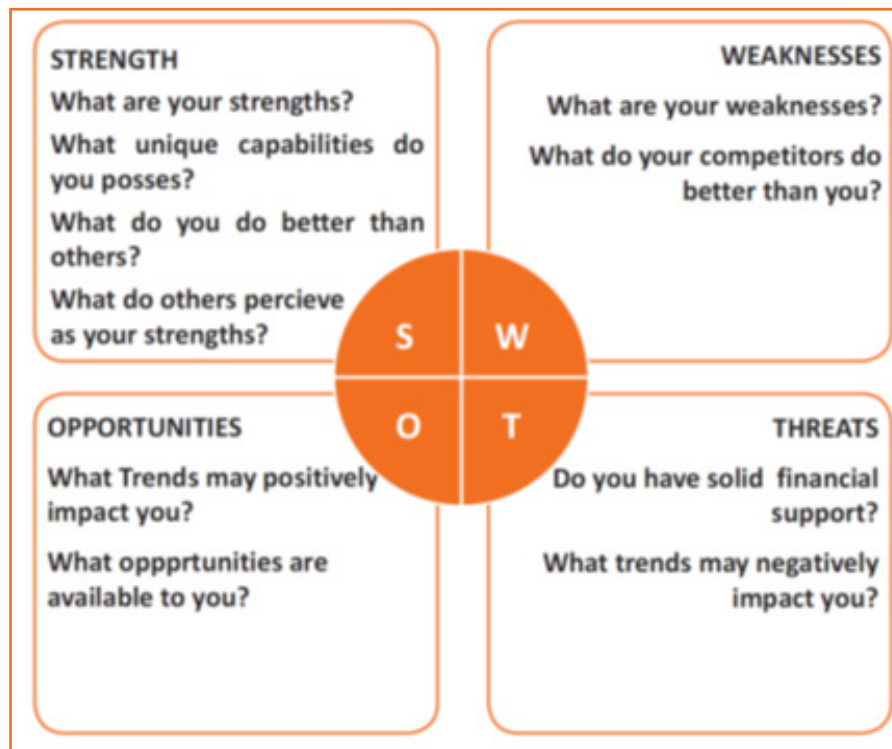


Fig.9.5.1: SWOT Analysis

### Consider the following when looking for business opportunities:

By looking at yourself and your competitors using the SWOT framework, you can uncover opportunities that you can exploit, as well as manage and eliminate threats that could derail your success.

### Establishing Your USP

Establish your USP and position yourself as different from your competitors. Identify why customers should buy from you and promote that reason.

### Opportunity Analysis

Once you have identified an opportunity, you need to analyze it. To analyze an opportunity, you must:

- Focus on the idea
- Focus on the market of the idea
- Talk to industry leaders in the same space as the idea
- Talk to players in the same space as the idea



## Say

- Now tell the participants about the Entrepreneurship Support eco-system.

## Elaborate

Tell them – An entrepreneur is a person who

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

### Types of Entrepreneurs

There are four main types of entrepreneurs:

- **The Traditional Entrepreneur:** This type of entrepreneur usually has some kind of skill – they can be a carpenter, mechanic, cook etc. They have businesses that have been around for numerous years like restaurants, shops and carpenters. Typically, they gain plenty of experience in a particular industry before they begin their own business in a similar field.
- **The Growth Potential Entrepreneur:** The desire of this type of entrepreneur is to start an enterprise that will grow, win many customers and make lots of money. Their ultimate aim is to eventually sell their enterprise for a nice profit. Such entrepreneurs usually have a science or technical background.
- **The Project-Oriented Entrepreneur:** This type of entrepreneur generally has a background in the Arts or psychology. Their enterprises tend to be focus on something that they are very passionate about.
- **The Lifestyle Entrepreneur:** This type of entrepreneur has usually worked as a teacher or a secretary. They are more interested in selling something that people will enjoy, rather than making lots of money.

### Characteristics of an Entrepreneur

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

**Do** 

Discuss with the participants about the Entrepreneur Success Stories.

**Dhiru Bhai Ambani**

*Dhirubhai Ambani began his entrepreneurial career by selling “bhajias” to pilgrims in Mount Girnar on weekends. At 16, he moved to Yemen where he worked as a gas-station attendant, and as a clerk in an oil company. He returned to India with Rs. 50,000 and started a textile trading company. Reliance went on to become the first Indian company to raise money in global markets and the first Indian company to feature in Forbes 500 list.*

**Dr. Karsanbhai Patel**

*Karsanbhai Patel made detergent powder in the backyard of his house. He sold his product door-to-door and offered a money back guarantee with every pack that was sold. He charged Rs. 3 per kg when the cheapest detergent at that time was Rs.13 per kg. Dr. Patel eventually started Nirma which became a whole new segment in the Indian domestic detergent market.*

**Say** 

- Now tell the participants about the Entrepreneurial Process.

**Elaborate** 

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

- **Stage 1:** Idea Generation. The entrepreneurial process begins with an idea that has been thought of by the entrepreneur. The idea is a problem that has the potential to be solved.
- **Stage 2:** Germination or Recognition. In this stage a possible solution to the identified problem is thought of.
- **Stage 3:** Preparation or Rationalization. The problem is studied further and research is done to find out how others have tried to solve the same problem.
- **Stage 4:** Incubation or Fantasizing. This stage involves creative thinking for the purpose of coming up with more ideas. Less thought is given to the problem areas.
- **Stage 5:** Feasibility Study: The next step is the creation of a feasibility study to determine if the idea will make a profit and if it should be seen through.
- **Stage 6:** Illumination or Realization. This is when all uncertain areas suddenly become clear. The entrepreneur feels confident that his idea has merit.
- **Stage 7:** Verification or Validation. In this final stage, the idea is verified to see if it works and if it is useful.

Take a look at the diagram below to get a better idea of this process.

## Say

- Now tell the participants about the Entrepreneur. The entrepreneurship support ecosystem signifies the collective and complete nature of entrepreneurship. New companies emerge and flourish not only because of the courageous, visionary entrepreneurs who launch them, but they thrive as they are set in an environment or 'ecosystem' made of private and public participants.

## Elaborate

Tell them – These players nurture and sustain the new ventures, facilitating the entrepreneurs' efforts.

**An entrepreneurship ecosystem comprises of the following six domains:**

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

These domains indicate whether there is a strong entrepreneurship support ecosystem and what actions should the government put in place to further encourage this ecosystem. The six domains and their various elements have been graphically depicted.

Every entrepreneurship support ecosystem is unique and all the elements of the ecosystem are interdependent. Although every region's entrepreneurship ecosystem can be broadly described by the above features, each ecosystem is the result of the hundred elements interacting in highly complex and particular ways.

Entrepreneurship ecosystems eventually become (largely) self-sustaining. When the six domains are resilient enough, they are mutually beneficial. At this point, government involvement can and should be significantly minimized. Public leaders do not need to invest a lot to sustain the ecosystem. It is imperative that the entrepreneurship ecosystem incentives are formulated to be self-liquidating, hence focusing on sustainability of the environment.

## Say

- Now tell the participants about the Government's role in the Entrepreneurship Ecosystem. Encouraging new ventures is a major focus for policymakers. Governments across the world are recognizing that new businesses flourish in distinctive types of supportive environments.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- Policymakers should avoid regulations that discourage new entrants and work towards building efficient methods for business startups. Policies and regulations that favour existing, dominant firms over entrepreneurial ventures restrict competition and obstruct entry for new companies.
- Instead of developing policies conceptually intended to correct market failures, policymakers should interact with entrepreneurs and understand the challenges faced by them. The feedback should be used to develop policies that incite idea exploration, product development and increased rates of deal flow.
- Entrepreneurial supporters should create a database that enables identifying who the participants in the ecosystem are and how they are connected. These ecosystem maps are useful tools in developing engagement strategies.
- Disruptions are unavoidable in economic and social life. However, it's important to note that economic disruption gives rise to entrepreneurial opportunities. Architects of the entrepreneurship ecosystems (entrepreneurs, mentors, policymakers and consumers,) should anticipate these dips, thus capitalizing on the opportunities they create.

The need for effective strategies to enable local entrepreneurship support ecosystems is a practical one. Better understanding of the actual ecosystems provides a framework within which policy makers can ask relevant questions, envisage more efficient approaches, and assess ensuing outcomes.

## Say

- Now tell the participants about the Snapshot of the Entrepreneurship Ecosystem in India. Entrepreneurship has earned a newfound respect in India. Many Indians, with exposure to the world of business, who traditionally would have opted for a job, are setting up their own ventures. Many elements of the entrepreneurship ecosystem are beginning to come together. For example, increase in venture capitalists, government schemes and incubators, academia industry linkages, and emerging clusters and support to rural economy.

## Elaborate

Tell them – Policymakers should study the scenario and take into account the following points whilst they formulate policies and regulations that enable successful entrepreneurship support ecosystems.

- We need to review our attitude towards failures and accept them as learning experiences.
- We must encourage the educated to become entrepreneurs and provide students in schools and colleges with entrepreneurship skills.
- Universities, research labs and the government need to play the role of enablers in the entrepreneurship support ecosystem.
- Policymakers need to focus on reducing the obstacles such as corruption, red tape and bureaucracy.
- We need to improve our legal systems and court international venture capital firms and bring them to India.

- We must devise policies and methods to reach the secondary and tertiary towns in India, where people do not have access to the same resources available in the cities.

Today, there is a huge opportunity in this country to introduce innovative solutions that are capable of scaling up, and collaborating within the ecosystem as well as enriching it.

## Say

- Now tell the participants about the Make in India Campaign.

## Elaborate

Tell them – Every entrepreneur has certain needs. Some of their important needs are:

- To easily get loans
- To easily find investors
- To get tax exemptions
- To easily access resources and good infrastructure
- To enjoy a procedure that is free of hassles and is quick
- To be able to easily partner with other firms

The Make in India campaign, launched by Prime Minister Modi aims to satisfy all these needs of young, aspiring entrepreneurs. Its objective is to:

- Make investment easy
- Support new ideas
- Enhance skill development
- Safeguard the ideas of entrepreneurs
- Create state-of-the-art facilities for manufacturing goods

## Say

- Now tell the participants about the Risk Appetite and Resilience.

## Elaborate

### Entrepreneurship and Risk

Entrepreneurs are inherently risk takers. They are path-makers not path-takers. Unlike a normal, cautious person, an entrepreneur would not think twice about quitting his job (his sole income) and taking a risk on himself and his idea.

An entrepreneur is aware that while pursuing his dreams, assumptions can be proven wrong and unforeseen events may arise. He knows that after dealing with numerous problems, success is still not guaranteed. Entrepreneurship is synonymous with the ability to take risks. This ability, called risk-appetite, is an entrepreneurial trait that is partly genetic and partly acquired.

### What is Risk Appetite?

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

The levels of risk appetite can be broadly categorized as “low”, “medium” and “high.” The company’s entrepreneur(s) have to evaluate all potential alternatives and select the option most likely to succeed. Companies have varying levels of risk appetites for different objectives. The levels depend on:

- The type of industry
- Market pressures
- Company objectives

For example, a startup with a revolutionary concept will have a very high risk appetite. The startup can afford short term failures before it achieves longer term success. This type of appetite will not remain constant and will be adjusted to account for the present circumstances of the company.

## Say

- Now tell the participants about the Success and Failures. Understanding Successes and Failures in Entrepreneurship.

## Elaborate

Tell them – Shyam is a famous entrepreneur, known for his success story. But what most people don’t know, is that Shyam failed numerous times before his enterprise became a success. Read his interview to get an idea of what entrepreneurship is really about, straight from an entrepreneur who has both, failed and succeed

**Interviewer:** Shyam, I have heard that entrepreneurs are great risk-takers who are never afraid of failing. Is this true?

**Shyam:** Ha ha, no of course it's not true! Most people believe that entrepreneurs need to be fearlessly enthusiastic. But the truth is, fear is a very normal and valid human reaction, especially when you are planning to start your own business! In fact, my biggest fear was the fear of failing. The reality is, entrepreneurs fail as much as they succeed. The trick is to not allow the fear of failing to stop you from going ahead with your plans. Remember, failures are lessons for future success!

**Interviewer:** What, according to you, is the reason that entrepreneurs fail?

**Shyam:** Well, there is no one single reason why entrepreneurs fail. An entrepreneur can fail due to numerous reasons. You could fail because you have allowed your fear of failure to defeat you. You could fail because you are unwilling to delegate (distribute) work. As the saying goes, "You can do anything, but not everything!" You could fail because you gave up too easily – maybe you were not persistent enough. You could fail because you were focusing your energy on small, insignificant tasks and ignoring the tasks that were most important. Other reasons for failing are partnering with the wrong people, not being able to sell your product to the right customers at the right time at the right price... and many more reasons!

**Interviewer:** As an entrepreneur, how do you feel failure should be looked at?

**Shyam:** I believe we should all look at failure as an asset, rather than as something negative. The way I see it, if you have an idea, you should try to make it work, even if there is a chance that you will fail. That's because not trying is failure right there, anyway! And failure is not the worst thing that can happen. I think having regrets because of not trying, and wondering 'what if' is far worse than trying and actually failing.

**Interviewer:** How did you feel when you failed for the first time?

**Shyam:** I was completely heartbroken! It was a very painful experience. But the good news is, you do recover from the failure. And with every subsequent failure, the recovery process gets a lot easier. That's because you start to see each failure more as a lesson that will eventually help you succeed, rather than as an obstacle that you cannot overcome. You will start to realize that failure has many benefits.

**Interviewer:** Can you tell us about some of the benefits of failing?

**Shyam:** One of the benefits that I have experienced personally from failing is that the failure made me see things in a new light. It gave me answers that I didn't have before. Failure can make you a lot stronger. It also helps keep your ego in control.

**Interviewer:** What advice would you give entrepreneurs who are about to start their own enterprises?

**Shyam:** I would tell them to do their research and ensure that their product is something that is actually wanted by customers. I'd tell them to pick their partners and employees very wisely and cautiously. I'd tell them that it's very important to be aggressive – push and market your product as aggressively as possible. I would warn them that starting an enterprise is very expensive and that they should be prepared for a situation where they run out of money.

I would tell them to create long term goals and put a plan in action to achieve that goal. I would tell them to build a product that is truly unique. Be very careful and ensure that you are not copying another startup. Lastly, I'd tell them that it's very important that they find the right investors.

**Interviewer:** That's some really helpful advice, Shyam! I'm sure this will help all entrepreneurs to be more prepared before they begin their journey! Thank you for all your insight!

## 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.



## UNIT 10.6: Preparing to be an Entrepreneur

### Unit Objectives

**At the end of the unit, students 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. Understand 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 your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

### Resources to be Used

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

### Do

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

## Say

- Tell the participants about the market study.

## Elaborate

### Understanding Market Research

Market research is the process of gathering, analyzing and interpreting market information on a product or service that is being sold in that market. It also includes information on:

- Past, present and prospective customers
- Customer characteristics and spending habits
- The location and needs of the target market
- The overall industry
- Relevant competitors

### Market research involves two types of data:

- Primary information. This is research collected by yourself or by someone hired by you.
- Secondary information. This is research that already exists and is out there for you to find and use.

### Primary research

Primary research can be of two types:

- **Exploratory:** This is open-ended and usually involves detailed, unstructured interviews.
- **Specific:** This is precise and involves structured, formal interviews. Conducting specific research is the more expensive than conducting exploratory research.

### Secondary research

Secondary research uses outside information. Some common secondary sources are:

- **Public sources:** These are usually free and have a lot of good information. Examples are government departments, business departments of public libraries etc.
- **Commercial sources:** These offer valuable information but usually require a fee to be paid. Examples are research and trade associations, banks and other financial institutions etc.
- **Educational institutions:** These offer a wealth of information. Examples are colleges, universities, technical.

## Say

- Tell the participants about the 4 Ps of marketing.

## Elaborate

Tell them –The 4 Ps of marketing are:

- Product,
- Price,
- Promotion and
- Place.

Let's look at each of these 4 Ps in detail.

### Product

A product can be:

- A tangible good
- An intangible service

Whatever your product is, it is critical that you have a clear understanding of what you are offering, and what its unique characteristics are, before you begin with the marketing process.

Some questions to ask yourself are:

- What does the customer want from the product/service?
- What needs does it satisfy?
- Are there any more features that can be added?
- Does it have any expensive and unnecessary features?
- How will customers use it?
- What should it be called?
- How is it different from similar products?
- How much will it cost to produce?
- Can it be sold at a profit?

### Price

Once all the elements of Product have been established, the Price factor needs to be considered. The Price of a Product will depend on several factors such as profit margins, supply, demand and the marketing strategy.

Some questions to ask yourself are:

- What is the value of the product/service to customers?
- Do local products/services have established price points?
- Is the customer price sensitive?
- Should discounts be offered?
- How is your price compared to that of your competitors?

## Say

- Tell the participants about the Business entity concepts. If your aim is to start and run a business, it is crucial that you have a good understanding of basic business terms.

## Elaborate

Tell them – Every entrepreneur should be well versed in the following terms:

- Accounting: A systematic method of recording and reporting financial transactions.
- Accounts payable: Money owed by a company to its creditors.
- Accounts Receivable: The amount a company is owed by its clients.
- Assets: The value of everything a company owns and uses to conduct its business.
- Balance Sheet: A snapshot of a company's assets, liabilities and owner's equity at a given moment.
- Bottom Line: The total amount a business has earned or lost at the end of a month.
- Business: An organization that operates with the aim of making a profit.
- Business to Business (B2B): A business that sells goods or services to another business.
- Business to Consumer (B2C): A business that sells goods or services directly to the end user.
- Capital: The money a business has in its accounts, assets and investments. The two main types of capital are debt and equity.
- Cash Flow: The overall movement of funds through a business each month, including income and expenses.
- Cash Flow Statement: A statement showing the money that entered and exited a business during a specific period of time.
- Contract: A formal agreement to do work for pay.
- Depreciation: The degrading value of an asset over time.
- Expense: The costs that a business incurs through its operations.
- Finance: The management and allocation of money and other assets.
- Financial Report: A comprehensive account of a business' transactions and expenses.

## Say

- Tell the participants about the CRM. CRM stands for Customer Relationship Management. Originally the expression Customer Relationship Management meant managing one's relationship with customers. However, today it refers to IT systems and software designed to help companies manage their relationships.

## Elaborate

### **The Need for CRM**

The better a company can manage its relationships with its customers, the higher the chances of the company's success. For any entrepreneur, the ability to successfully retain existing customers and expand the enterprise is paramount. This is why IT systems that focus on addressing the problems of dealing with customers on a daily basis are becoming more and more in demand.

Customer needs change over time, and technology can make it easier to understand what customers really want. This insight helps companies to be more responsive to the needs of their customers. It enables them to modify their business operations when required, so that their customers are always served in the best manner possible. Simply put, CRM helps companies recognize the value of their clients and enables them to capitalize on improved customer relations.

### **Benefits of CRM**

CRM has a number of important benefits:

- It helps improve relations with existing customers which can lead to:
- Increased sales
- Identification of customer needs
- Cross-selling of products
- It results in better marketing of one's products or services
- It enhances customer satisfaction and retention
- It improves profitability by identifying and focusing on the most profitable customers

## Say

- Tell the participants about the Networking. In business, networking means leveraging your business and personal connections in order to bring in a regular supply of new business. This marketing method is effective as well as low cost. It is a great way to develop sales opportunities and contacts.

## Elaborate

Tell them – Networking can be based on referrals and introductions, or can take place via phone, email, and social and business networking websites.

### **The Need for Networking**

Networking is an essential personal skill for business people, but it is even more important for entrepreneurs. The process of networking has its roots in relationship building. Networking results in greater communication and a stronger presence in the entrepreneurial ecosystem. This helps build strong relationships with other entrepreneurs.

Business networking events held across the globe play a huge role in connecting like-minded entrepreneurs who share the same fundamental beliefs in communication, exchanging ideas and converting ideas into realities. Such networking events also play a crucial role in connecting entrepreneurs with potential investors. Entrepreneurs may have vastly different experiences and backgrounds but they all have a common goal in mind – they all seek connection, inspiration, advice, opportunities and mentors. Networking offers them a platform to do just that.

Benefits of Networking

Networking offers numerous benefits for entrepreneurs. Some of the major benefits are:

- Getting high quality leads
- Increased business opportunities
- Good source of relevant connections
- Advice from like-minded entrepreneurs
- Gaining visibility and raising your profile
- Meeting positive and enthusiastic people
- Increased self-confidence
- Satisfaction from helping others
- Building strong and lasting friendships

## Say

- Tell the participants about the Business Plans. Setting goals is important because it gives you long-term vision and short-term motivation. Goals can be short term, medium term and long term.

## Elaborate

Tell them – Short-Term Goals

- These are specific goals for the immediate future. Example: Repairing a machine that has failed. Medium-Term Goals
- These goals are built on your short term goals.
- They do not need to be as specific as your short term goals.

Example: Arranging for a service contract to ensure that your machines don't fail again.

Long-Term Goals

These goals require time and planning. They usually take a year or more to achieve.

Example: Planning your expenses so you can buy new machinery

### **Why Create a Business Plan**

A business plan is a tool for understanding how your business is put together. It can be used to monitor progress, foster accountable and control the fate of the business. It usually offers a 3-5 year projection and outlines the plan that the company intends to follow to grow its revenues. A business plan is also a very important tool for getting the interest of key employees or future investors.

A business plan typically comprises of eight elements.

## Say

- Tell the participants about the Elements of a Business Plans. The executive summary follows the title page. The summary should clearly state your desires as the business owner in a short and businesslike way. It is an overview of your business and your plans. Ideally this should not be more than 1-2 pages.

## Elaborate

Tell them – Your Executive Summary should include:

- The Mission Statement: Explain what your business is all about.
- Example: Nike’s Mission Statement
- Nike’s mission statement is “To bring inspiration and innovation to every athlete in the world.”
- Company Information: Provide information like when your business was formed, the names and roles of the founders, the number of employees, your business location(s) etc.
- Growth Highlights: Mention examples of company growth. Use graphs and charts where possible.
- Your Products/Services: Describe the products or services provided.
- Financial Information: Provide details on current bank and investors.
- Summarize future plans: Describe where you see your business in the future.

### Business Description

The second section of your business plan needs to provide a detailed review of the different elements of your business. This will help potential investors to correctly understand your business goal and the uniqueness of your offering.

Your Business Description should include:

- A description of the nature of your business
- The market needs that you are aiming to satisfy
- The ways in which your products and services meet these needs
- The specific consumers and organizations that you intend to serve
- Your specific competitive advantages

## Say

- Tell the participants what Information Should Entrepreneurs Offer Banks for Funding. When approaching a bank, entrepreneurs must have a clear idea of the different criteria that banks use to screen, rate and process loan applications. Entrepreneurs must also be aware of the importance of providing banks with accurate and correct information.



## Elaborate

Tell them – It is now easier than ever for financial institutions to track any default behaviour of loan applicants. Entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered.

### General Credentials

This is where you, as an entrepreneur, provide the bank with background information on yourself. Such information includes:

- **Letter(s) of Introduction:** This letter should be written by a respected business person who knows you well enough to introduce you. The aim of this letter is set across your achievements and vouch for your character and integrity.
- **Your Profile:** This is basically your resume. You need to give the bank a good idea of your educational achievements, professional training, qualifications, employment record and achievements.
- **Business Brochure:** A business brochure typically provides information on company products, clients, how long the business has been running for etc.
- **Bank and Other References:** If you have an account with another bank, providing those bank references is a good idea.
- **Proof of Company Ownership or Registration:** In some cases, you may need to provide the bank with proof of company ownership and registration. A list of assets and liabilities may also be required.

### Financial Situation

Banks will expect current financial information on your enterprise. The standard financial reports you should be prepared with are:

- Balance Sheet
- Profit-and-Loss Account
- Cash-Flow Statement
- Projected Sales and Revenues
- Business Plan
- Feasibility Study

## Say

- Tell the participants about the landing criteria of banks.

## Elaborate

Tell them – Your request for funding will have a higher chance of success if you can satisfy the following lending criteria:

- Good cash flow
- Adequate shareholders' funds
- Adequate security
- Experience in business
- Good reputation

### The Procedure

To apply for funding the following procedure will need to be followed.

- Submit your application form and all other required documents to the bank.
- The bank will carefully assess your credit worthiness and assign ratings by analyzing your business information with respect to parameters like management, financial, operational and industry information as well as past loan performance.
- The bank will make a decision as to whether or not you should be given funding.

## Say

- Tell the participants about the Enterprise Management. To manage your enterprise effectively you need to look at many different aspects, right from managing the day-to-day activities to figuring out how to handle a large scale event.

## Elaborate

Tell them – Let's take a look at some simple steps to manage your company effectively.

### Step 1: Use your leadership skills and ask for advice when required.

Let's take the example of Ramu, an entrepreneur who has recently started his own enterprise. Ramu has good leadership skills – he is honest, communicates well, knows how to delegate work etc. These leadership skills definitely help Ramu in the management of his enterprise. However, sometimes Ramu comes across situations that he is unsure how to handle. What should Ramu do in this case? One solution is for him to find a more experienced manager who is willing to mentor him. Another solution is for Ramu to use his networking skills so that he can connect with managers from other organizations, who can give him advice on how to handle such situations.

### Step 2: Divide your work amongst others – realize that you cannot handle everything yourself.

Even the most skilled manager in the world will not be able to manage every single task that an enterprise will demand of him. A smart manager needs to realize that the key to managing his enterprise lies in his dividing all

his work between those around him. This is known as delegation. However, delegating is not enough. A manager must delegate effectively if he wants to see results. This is important because delegating, when done incorrectly, can result in you creating even more work for yourself. To delegate effectively, you can start by making two lists. One list should contain the things that you know you need to handle yourself. The second list should contain the things that you are confident can be given to others to manage and handle. Besides incorrect delegation, another issue that may arise is over-delegation. This means giving away too many of your tasks to others. The problem with this is, the more tasks you delegate, the more time you will spend tracking and monitoring the work progress of those you have handed the tasks to. This will leave you with very little time to finish your own work.

### Step 3: Hire the right people for the job.

Hiring the right people goes a long way towards effectively managing your enterprise. To hire the best people suited for the job, you need to be very careful with your interview process. You should ask potential candidates the right questions and evaluate their answers carefully. Carrying out background checks is always a good practice. Running a credit check is also a good idea, especially if the people you are planning to hire will be handling your money. Create a detailed job description for each role that you want filled and ensure that all candidates have a clear and correct understanding of the job description. You should also have an employee manual in place, where you put down every expectation that you have from your employees. All these actions will help ensure that the right people are approached for running your enterprise.

### Say

- Tell the participants about Considering Entrepreneurship.

### Elaborate

Tell them – Questions to Ask Yourself before Considering Entrepreneurship:

- Why am I starting a business?
- What problem am I solving?
- Have others attempted to solve this problem before? Did they succeed or fail?
- Do I have a mentor<sup>1</sup> or industry expert that I can call on?
- Who is my ideal customer<sup>2</sup>?
- Who are my competitors<sup>3</sup>?
- What makes my business idea different from other business ideas?
- What are the key features of my product or service?
- Have I done a SWOT<sup>4</sup> analysis?
- What is the size of the market that will buy my product or service?

## 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.



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MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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Corporation

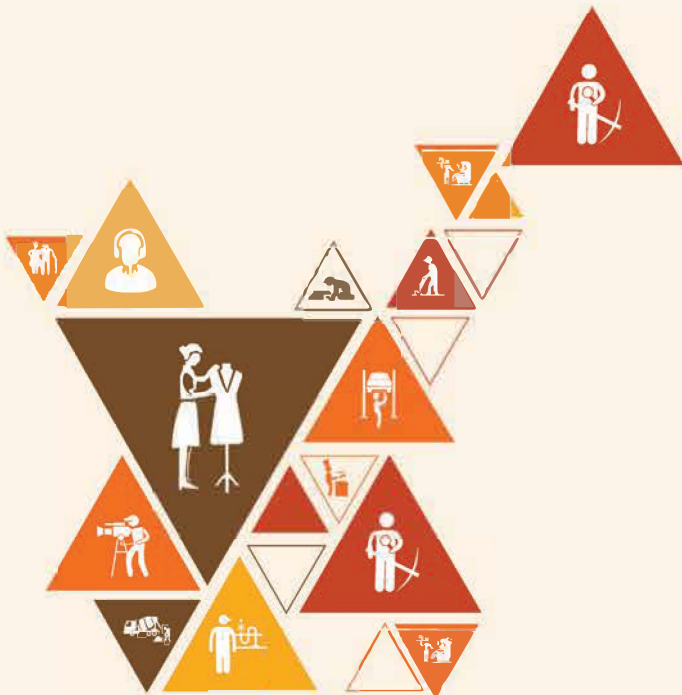
Transforming the skill landscape



# 11. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

## Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Packer		
<b>Qualification Pack Name &amp; Ref. ID</b>	AMH/Q 1407		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	30/04/15
<b>Pre-requisites to Training</b>	8th Standard		
<b>Training Outcomes</b>	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Plan and Organize packing processes</li> <li>2. Carry out the process of packing</li> <li>3. Maintain health, safety and security in the packing department</li> <li>4. Maintain work area, tools and machines</li> <li>5. Comply with industry, regulatory and organizational requirements</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction and Orientation	Introduction to Apparel Sector	<b>Theory:</b> 1. Overview of Apparel Industry	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led-Discussion</li> </ul>	Organisation chart, Illustrations, Pen & paper exercise	1:00 hr.
		Roles and responsibilities of a Packer	<b>Theory:</b> 1. Job Description of a Packer 2. Roles and Responsibilities of a Packer	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Pen & paper exercise, role plays and flow charts	1:00 hr.
2.	Plan and Organize Packing Processes	Finishing Department Workflow	<b>Theory:</b> 1. Discuss the workflow in the Garment Finishing Department 2. Explain various processes in packing	AMH/N 1407 PC1	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Process chart, pen & paper exercise, different Packing, Charts, etc.	2:00 hrs.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Take part in Product finishing process (Garments. Made-up, home furnishing articles, etc.)</li> </ul>	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Process chart, garment, tools & equipment for garment finishing, trims & accessories	6:00 hrs.
		Packing and Objectives of Packing	<b>Theory:</b> 1. Build an understanding of objectives of packing 2. Explain the process flow in packing	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Process chart, pen & paper exercise, charts, images and illustrations	2:00 hrs.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Apply the steps in Packing Flow Chart</li> </ul>	AMH/N 1407 PC1-PC4 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Flow chart, Packing trims & accessories, illustrations, schematic diagrams and charts	6:00 hrs.
		Different methods of packing	<b>Theory:</b> 1. Interpret different methods of packing	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Flow chart, Packing trims & accessories, illustrations, schematic diagrams, charts, pen & paper exercise	2:00 hrs.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Take part in different types of Packing</li> </ul>	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Flow chart, Packing trims & accessories, illustrations, schematic diagrams and charts	10:00 hrs.
		Materials and Accessories required for Packing	<b>Theory:</b> 1. Identify material and accessories required for packing 2. Apply material and accessories required for packing	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Flow chart, Packing trims & accessories, illustrations, schematic, diagrams and charts	2:00 hrs.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Utilize different packing accessories and materials</li> </ul>	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Flow chart, Packing trims & accessories, illustrations, schematic diagrams and charts	6:00 hrs.
		Different Carton Packing types and Carton Size	<b>Theory:</b> 1. Identify different cartons for packing goods 2. Outline using correct cartons for packing goods	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Packing trims & accessories, illustrations, schematic diagrams, charts, different cartons and packing goods	2:00 hrs.

			<ul style="list-style-type: none"> <li><b>Practical:</b> Identify and use different carton sizes and types</li> </ul>	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Packing trims & accessories, illustrations, schematic diagrams, charts, different cartons and packing goods	2:00 hrs.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N 1407 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
3.	Carry out the process of Packing	<ul style="list-style-type: none"> <li>Damage and Defects / Rectifying Faults</li> </ul>	<b>Theory:</b> <ol style="list-style-type: none"> <li>Identify and explain various type of defects</li> <li>Segregation and rectification of Defects</li> <li>(Packing defects, finishing defects etc.)</li> </ol>	AMH/N 1408 PC1-PC5 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Various Garments, Defect Swatch, chart, illustrations, images, etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Identify and segregate common defects (Packing defects, finishing defects etc.)</li> </ul>	AMH/N 1408 PC1-PC4 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Various Garments, Defect Swatch, chart, illustrations, images, etc.	4:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Take part in correcting repairable faults</li> </ul>	AMH/N 1408 PC5 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Various Garments, Defect Swatch, chart, illustrations, images, etc.	4:00 hrs.
		Labels	<b>Theory:</b> <ol style="list-style-type: none"> <li>Elaborate different type of labels</li> <li>Discuss different labelling categories</li> </ol>	AMH/N 1408 PC1-PC2 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Various Garments, Various Labels, chart, illustrations, images, etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Perform correct tagging and labelling</li> </ul>	AMH/N 1408 PC1-PC2 KA1-KA2 AMH/N 1408 PC1-PC2 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Various Garments, Various Labels, chart, illustrations, images, etc.	4:00 hrs.
		Packing List	<b>Theory:</b> <ol style="list-style-type: none"> <li>Discuss with packing list</li> <li>Build an understanding of using the packing list appropriately</li> </ol>	AMH/N 1408 PC1-PC2 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Various Garments, Packing list, documents, chart, illustrations, images, etc.	2:00 hrs.



		Carton Marking	<p><b>Theory</b></p> <ol style="list-style-type: none"> <li>1. Discuss carton making</li> <li>2. Discuss the steps to ensure that the package meets shipping regulations</li> <li>3. Discuss the steps to ensure that the package is handled properly</li> <li>4. Discuss the steps to conceal the identities of the contents</li> <li>5. Discuss the steps to ensure that the receivers to identify the shipment</li> <li>6. Discuss the steps to ensure that the process is in compliance with environment and safety standards</li> </ol>	AMH/N 1408 PC1-PC2 KA1-KA2	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Different Carton, process charts, charts, schematic diagrams, documents, chart, illustrations, images, etc.	2:00 hrs.
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Take part in carton making and packing of products</li> </ul>	AMH/N 1408 PC1-PC2 KA1-KA2	<ul style="list-style-type: none"> <li>• Demonstration in the Practical Lab</li> <li>• Facilitator-led-discussion</li> </ul>	Different carton labels, garments, made-up, home furnishing products images, illustration, etc.	4:00 hrs.
		Weighing of Packed Goods	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss weighing of packed goods</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Goods & carton, images, illustration, process chart, weighing scale, etc.	2:00 hrs.
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Utilize steps of weighing goods correctly</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Demonstration in the Practical Lab</li> <li>• Facilitator-led-discussion</li> </ul>	Goods & carton, images, illustration, process chart, weighing scale, etc.	4:00 hrs.
		Preparing of Shipment	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss preparing for shipment of products</li> <li>2. Discuss various shipping advice e.g. Commercial invoice &amp; bill, Packing List, Export License, Insurance Certificate</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Various shipping documents and process charts	2:00 hrs.
		Basics of Measurement and Mathematics	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Build an understanding of measurements</li> <li>2. Identify Different standards of measurements</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Cartons and Measuring Scales etc.	2:00 hrs.
			<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain converting units appropriately</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Pen & paper exercise, process chart, etc.	2:00 hrs.
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Utilize basic mathematical conversions and calculations</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>• Demonstration in the Practical Lab</li> <li>• Facilitator-led-discussion</li> </ul>	Pen & paper exercise, process chart, etc.	4:00 hrs.

			<ul style="list-style-type: none"> <li><b>Practical:</b> Utilize different measuring aids and units</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Pen & paper exercise, Measuring scale, weighing units, process chart, etc.	4:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Utilize Net and Gross Table</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Pen & paper exercise, Measuring scale, weighing units, process chart, etc.	4:00 hrs.
		Quality Assurance	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain quality structure of the organisation</li> <li>2. Explain quality and its involvement in various steps of garment manufacturing</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Process chart and schematic diagram	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Identify Packing defects</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Defect images and Process chart	3:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Take part in rectifying packing defects</li> </ul>	AMH/N 1408 PC1-PC3, PC5 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Defect images and Process chart	3:00 hrs.
		Folding Garments	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss different methods of folding garments for packing</li> </ol>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Process chart, various garments, etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Utilize different methods of garment folding</li> </ul>	AMH/N 1408 PC1-PC3 KA1-KA2	<ul style="list-style-type: none"> <li>Demonstration in the Practical Lab</li> <li>Facilitator-led-discussion</li> </ul>	Process chart, various garments, etc.	2:00 hrs.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N 1408	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
4.	Maintain Health, Safety and Security in the Packing Department	Maintain Health, Safety and Security in the Packing Department	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Elaborate on health &amp; safety related instructions at the workplace</li> </ol>	AMH/N1409 PC1-PC5 KA1-KA2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Charts of good personal health practices and note pad	1:00 hr.
			<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Identification and usage of Personal Protective Equipment</li> </ol>	AMH/N1409 PC3-PC4	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Chart for PPE and note pad	1:00 hr.
			<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Elaborate on probable hazards at the workplace and handling them</li> </ol>	AMH/N1409 PC1,PC3, KA1	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Process charts	1:00 hr.

			1. <b>Theory:</b> Summarise probable machine/equipment malfunctions	AMH/N1409 PC3, KA1	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Diagrams, charts, etc.	1:00 hr.
			1. <b>Theory:</b> Discuss first Aid & its application	AMH/N1409 PC5	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Chart for First Aid materials and First Aid Box	1:00 hr.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Demonstrate wearing and taking off PPE</li> </ul>	AMH/N1409 PC3	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Process charts, flow charts and Various PPEs	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Take part in Mock Drills / Evacuation</li> <li>Make use of First Aid</li> </ul>	AMH/N1409 PC4-PC5, KA2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Mock drill video, mock drill charts and first aid box	5:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Take part in periodic walkthrough for hazard identification</li> </ul>	AMH/N1409 PC1,PC3, KA1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Tools & equipment, documents, charts, etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Apply emergency preparedness &amp; response</li> <li>Identify safety signs at workplace</li> </ul>	AMH/N1409 PC4-PC5, KA2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Mock drill video, mock drill charts and first aid box	6:00 hrs.
		Establish Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N1409	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
5.	Maintain work – area, tools and machines	Maintain Work area, Tools and Machines	1. <b>Theory:</b> Illustrate the importance of tool cleanliness and maintenance	AMH/N 0102 PC4, PC11-PC14 KA9-KA11	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.
			1. <b>Theory:</b> Interpret the importance of Preventive & Running maintenance of machine & tools	AMH/N 0102 PC4-PC9	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	3:00 hrs.
			<ol style="list-style-type: none"> <li><b>Theory:</b> List the methods of minimization of waste</li> <li>Elaborate on safe waste disposal in the designated location</li> </ol>	AMH/N 0102 PC3, PC12 KA8-KA11	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	2:00 hrs.
			1. <b>Theory:</b> Elaborate towards purpose and benefits of maintaining hazard free workplace	AMH/N 0102 PC4 KA6-KA9	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Tools & equipment, process charts, pen & paper exercise and schematic diagrams	2:00 hrs.

			<ul style="list-style-type: none"> <li><b>Practical:</b> Demonstrate process to maintain your tools while working</li> </ul>	AMH/N 0102 PC1-PC9 KA1-KA5	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	5:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Show workplace maintenance</li> </ul>	AMH/N 0102 PC4-P14	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	5:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Demonstrate ways to minimise garment waste</li> </ul>	AMH/N 0102 PC3, PC12	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Tools & equipment, process charts, tools & equipment, documents, charts, etc.	5:00 hr.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N 1407	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
6.	Comply with Industry, Regulatory and Organizational Requirements	Comply with Industry, Regulatory and Organizational Requirements	<ol style="list-style-type: none"> <li><b>Theory:</b> Elaborate general policies and regulations in the Apparel Industry</li> </ol>	AMH/N0104 PC1-PC5 KA1-KA5	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Illustration, images, etc.	3:00 hrs.
			<ol style="list-style-type: none"> <li><b>Theory:</b> Support to supervisors and team members</li> </ol>	AMH/N0104 PC2, PC4	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Illustration, images, process charts, pen & paper exercise, etc.	3:00 hrs
			<ul style="list-style-type: none"> <li><b>Practical:</b> Identify and report any policy deviation</li> </ul>	AMH/N0104 PC2-PC5 KA1-KA5	<ul style="list-style-type: none"> <li>Role Plays/team Work</li> </ul>	Illustration, images, process charts, pen & paper exercise, etc.	4:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Demonstrate skills to work in a team</li> </ul>	AMH/N0104 PC1-PC2	<ul style="list-style-type: none"> <li>Role Plays/team Work</li> </ul>	Team building exercises and games, documents, charts, etc.	4:00 hrs.
			<ol style="list-style-type: none"> <li><b>Theory:</b> Explain the role of APEC in Indian Garment Industry</li> </ol>	AMH/N0104 PC1-PC5 KA1-KA5	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Apparel industry structure charts, documents, etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li><b>Practical:</b> Examine the significance of compliance in Indian Garment Industry</li> </ul>	AMH/N0104 PC1-PC5 KA1-KA5	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Apparel industry structure charts, documents, etc.	4:00 hrs.
		Establish Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N0104	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-

7.	Soft Skills and Communication Skills	Soft Skills and Communication Skills	<b>Theory:</b> 1. Explain body language and non-verbal communication 2. Discuss about conducting self in interview 3. Explain anger and conflict management	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Presentation, Audio-visual clips and Role plays	1:00 hr.
			<b>Theory:</b> 1. Explain towards managing job related stress effectively 2. Build an understanding about work ethics	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Presentation, Audio-visual clips and Role plays	1:00 hr.
			<b>Theory:</b> 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	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Presentation, Audio-visual clips and Role plays	1:00 hr.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Demonstrate grooming and hygiene</li> <li>Apply time management skills</li> <li>Apply resume preparation skills</li> <li>Demonstrate for Interview Preparation skills</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Grooming videos, grooming charts, resume templates, documents, charts, etc.	3:00 hrs.
		<ul style="list-style-type: none"> <li>Establishing Learner's derstanding</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
8.	First Aid and CPR	First Aid and CPR	<b>Theory:</b> 1. Develop an understanding of using appropriate first aid 2. Explain the procedures of doing CPR	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	ww	2:00 hrs.
			<b>Practical:</b> <ul style="list-style-type: none"> <li>Demonstrate skill to provide first aid assistance</li> <li>Apply Splints</li> <li>Perform CPR</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Process chart, schematic diagram, pen & paper exercise, charts, images and first aid kit	5:00 hrs.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-

9.	IT Skills	Introduction to Computer	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss computer &amp; computer peripherals</li> <li>2. Discuss the advantages and disadvantages of computer</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	-
		Basic Computer Knowledge	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain how to perform simple tasks using computer</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led - discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Components of Computer	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Identify and use different parts and components of computer</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Concept of Operating System	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss about operating windows and doing simple tasks</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		MS Word	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain the procedure of writing and printing a document</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images, illustration pen, duster, white board, marker, Computer, Projector, etc.	
		MS Power Point	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain formatting a slide and making a presentation using MS – PowerPoint.</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images, illustration	
		MS Excel	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain formatting cell contents and other features in MS-Excel</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Internet Concepts	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. List methods of using the internet to gather information</li> </ol>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Computer, computer peripherals, schematic diagrams, charts, images and illustration	
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>• Analyze and examine learning confirmation</li> </ul>	Digital Literacy	<ul style="list-style-type: none"> <li>• Facilitator led question-answer session</li> <li>• Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>• Process based evaluation learning curve</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	

10.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<b>Theory:</b> 1. Build awareness towards maintain health & hygiene 2. Elaborate on self-analysis & self-motivation 3. Explain stress & anger management 4. Illustrate the qualities of a successful Entrepreneur 5. Discuss the right way of conducting self in workplace 6. Discuss about work ethics	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Charts, images and illustration	
		Digital Literacy: A Recap	<b>Theory:</b> 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	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Charts, images and illustration	
		Money Matters	<b>Theory:</b> 1. Discuss opening and operating a bank account 2. Discuss the importance and methods of savings 3. Discuss about investment options 4. Discuss about cost of operations 5. Discuss about types of Fund Transfer	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Charts, images and illustration	
		Preparing for Employment and Self Employment	<b>Theory:</b> 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 Modulez	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Charts, images, illustration and resume templates	

		Understanding Entrepreneurship	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the concept and characteristics of entrepreneurship</li> <li>2. Describe the different types of enterprises</li> <li>3. Elaborate on establishing effective leadership</li> <li>4. Discuss about skills for undertaking team work</li> <li>5. Explain importance of effective communication</li> <li>6. Discuss about Negotiation Skills and Conflict Resolution</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Charts, images and illustration	
		Preparing to be an Entrepreneur	<p><b>Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain basic marketing skills</li> <li>2. Explain CRM and its importance</li> <li>3. Elaborate on setting and achieving goals</li> <li>4. Discuss the procedure of making a business plan</li> <li>5. List steps in carrying out a market research</li> <li>6. Explain Business &amp; Financial Planning Process</li> <li>7. Discuss about ways of managing a enterprise</li> </ol>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator-led – discussion</li> </ul>	Charts, images and illustration	
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>• Analyze and examine learning confirmation</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator led question-answer session</li> <li>• Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>• Process based evaluation</li> </ul>	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 Packer	
Job Role	Packer
Qualification Pack	AMH/Q1407
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 approved 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 a 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

NOS	Performance Criteria	Total Marks	Out Of	Marks Allocation		
				Theory	Skills Practical	Viva
1. AMH/N1407 (Plan and organize packing processes)	PC1. Read job card to understand packing mode and styles as per product category/class/customer instructions	60	16	8	7	1
	PC2. Identify components of tasks required to do the packing		14	5	8	1
	PC3. Identify and arrange materials and accessories required to do the task of packing		15	4	10	1
	PC4. Develop checklist for different tasks within specified area of packing		15	5	9	1
			60	22	34	4
2. AMH/N1408 (Carry out the process of packing)	PC1. Pack materials as per job card details	85	22	6	15	1
	PC2. Follow supervisor instructions for packing		14	4	9	1
	PC3. Follow checklist defined for packing		14	4	9	1
	PC4. Segregate and quarantine damage/defective goods/pieces		15	4	10	1

	PC5. Rectify/correct repairable faults like crease removal, stain removals etc.		20	5	14	1
			85	23	57	5
<b>3. AMH/N1409 (Maintain health, safety and security in the packing department)</b>	PC1. Keep vigilance for potential risks and threats associated with workplace and equipment like, hot iron, stain removers, stationery items etc.	<b>30</b>	6	2.5	3	0.5
	PC2. Ensure handling of tools and equipments like scissors, cutters, etc. safely and securely		5	2	2	1
	PC3. Monitor the workplace and work processes for potential risks and threats		7	2.5	3	1.5
	PC4. Participate in mock-drills/evacuation procedures organized at the workplace		6	2	3	1
	PC5. Undertake first-aid, fire-fighting and emergency response training if asked to do so		6	2	3	1
			30	11	14	5
<b>4. AMH/N0102 (Maintain workarea, tools and machines)</b>	PC1. Handle materials, machinery, equipment and tools safely and correctly	<b>40</b>	3	0	2	1
	PC2. Use correct lifting and handling procedures		3	1	2	0
	PC3. Use materials to minimize waste		3	1	1	1
	PC4. Maintain a clean and hazard free working area		3	1	2	0
	PC5. Maintain tools and equipments		2	0	2	0
	PC6. Carry out running maintenance within agreed schedules		4	1	2	1
	PC7. Carry out maintenance and/or cleaning within one's responsibility		2	0	2	0
	PC8. Report unsafe equipment and other dangerous occurrences		3	2	1	0
	PC9. Ensure that the correct machine guards are in place		3	0	2	1

	PC10. Work in a comfortable position with the correct posture		2	0	2	0
	PC11. Use cleaning equipment and methods appropriate for the work to be carried out		4	1	2	1
	PC12. Dispose of waste safely in the designated location		2	0	2	0
	PC13. Store cleaning equipment safely after use		2	0	2	0
	PC14. Carry out cleaning according to schedules and limits of responsibility		4	1	2	1
			<b>40</b>	<b>8</b>	<b>26</b>	<b>6</b>
<b>5. AMH/N0104 (Comply with industry, regulatory and organizational requirements)</b>	PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures	<b>35</b>	7	2	4	1
	PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel		6	2	3	1
	PC3. Apply and follow these policies and procedures within your work practices		7	2	4	1
	PC4. Provide support to your supervisor and team members in enforcing these considerations		7	2	4	1
	PC5. Identify and report any possible deviation to these requirements		8	3	4	1
	<b>Total Marks</b>			<b>35</b>	<b>11</b>	<b>19</b>
		<b>250</b>	<b>250</b>	<b>75</b>	<b>150</b>	<b>25</b>

	PC7. Ask questions from the assigned supervisors to obtain more information on tasks when unclear of instructions given		10	1	8	1
			75	19	46	10
<b>2. AMH/N0306 (Stitch knitted fabrics as per plan)</b>	PC1. Selection of correct machinery as per the garment or made-ups and home furnishing product plan like single needle machine, top and bottom feet, differential feet, etc.	<b>115</b>	16	7	8	1
	PC2. Selection of appropriate attachments according to the garment requirements like binder, folder, essential mechanism tools, etc.		8	2	5	1
	PC3. Optimize positioning and layout of materials to ensure smooth and productive working		9	5	4	0
	PC4. Stitch the correct materials in the right sequence as required by the product specification as per the specified stitch type (stitch classes), hems and seams		16	4	10	2
	PC5. Perform complex stitching operations with precision and accuracy		16	4	10	2
	PC6. Ensure stitched product meets specification in terms of stitch per inch, labels and trimmings		14	3	10	1
	PC7. Ensure stitched product conforms to shape and size requirement		11	3	7	1
	PC8. Check the stitched components meet as per the standards and specifications mentioned in the job card		10	3	6	1
	PC9. Make adjustments promptly to ensure the stitching work matches the specification		10	2	7	1
	PC10. Maintain the required productivity and quality levels		5	2	3	0
		<b>115</b>	<b>35</b>	<b>70</b>	<b>10</b>	

	PC7. Ask questions from the assigned supervisors to obtain more information on tasks when unclear of instructions given		10	1	8	1
			75	19	46	10
<b>2. AMH/N0306 (Stitch knitted fabrics as per plan)</b>	PC1. Selection of correct machinery as per the garment or made-ups and home furnishing product plan like single needle machine, top and bottom feet, differential feet, etc.	<b>115</b>	16	7	8	1
	PC2. Selection of appropriate attachments according to the garment requirements like binder, folder, essential mechanism tools, etc.		8	2	5	1
	PC3. Optimize positioning and layout of materials to ensure smooth and productive working		9	5	4	0
	PC4. Stitch the correct materials in the right sequence as required by the product specification as per the specified stitch type (stitch classes), hems and seams		16	4	10	2
	PC5. Perform complex stitching operations with precision and accuracy		16	4	10	2
	PC6. Ensure stitched product meets specification in terms of stitch per inch, labels and trimmings		14	3	10	1
	PC7. Ensure stitched product conforms to shape and size requirement		11	3	7	1
	PC8. Check the stitched components meet as per the standards and specifications mentioned in the job card		10	3	6	1
	PC9. Make adjustments promptly to ensure the stitching work matches the specification		10	2	7	1
	PC10. Maintain the required productivity and quality levels		5	2	3	0
		<b>115</b>	<b>35</b>	<b>70</b>	<b>10</b>	







**Skill India**  
कौशल भारत - कुशल भारत



सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



### Skill Council for Persons with Disability

Sector Skill Council Contact Details:

**Address:** 501, City Centre, Plot No. 5 Sector 12 Dwarka New Delhi - 110075

**Website:** [www.scpwd.in](http://www.scpwd.in)

**Phone:** 01120892791

Price: ₹