

Department of Empowerment of Persons with Disabilities (Divyangjan)
Ministry of Social Justice & Empowerment



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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Facilitator Guide



Sector
HANDICRAFTS AND CARPET

Sub-Sector
Paper Mache

Occupation
Paper Craft Making

Reference ID: HCS/Q4401, Version 3.0
SCPwD Reference ID: PWD/HCS/Q4401,
NSQF Level 4

Paper Mache
Products Artisan
(Divyangjan)

for Locomotor Disability
for Speech and Hearing Impairment

This book is sponsored by Handicrafts and Carpet Sector Skill Council

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Note: SCPwD

SCPwD has borrowed the qualification of Artisan-Paper Mache Products (Divyangjan) from Handicrafts and Carpet Sector Skill Council Sector Skill Council which is approved by NCVET in the 22th meeting of NSQC on 25 Aug 2022 (Link of MOM

<https://ncvet.gov.in/wp-content/uploads/2023/01/MoM-22nd-NSQC-held-on-25-August-2022.pdf>

And uploaded on NQR www.nqr.gov.in

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

LD - 2022/PWD/SCPWD/06384

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

Shri Narendra Modi
Prime Minister of India

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This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

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

Key Learning Objectives for the specific NOS mark the beginning of the Units for that NOS. The list of NOSs covered in this book is given next.

- HCS/N4401: Making of Sakhta (Paper pulp)
- HCS/N9913: Maintain health, safety and security at workplace
- HCS/N9901: Coordinate with colleagues and work as a team
- HCS/N9912: Maintain Work Area and Tools

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

Table of Contents

S.No.	Modules and Units	Page No.
1.	Introduction to Sector	1
	Unit 1.1: Paper Mache Sector in India	3
	Unit 1.2: Job Role of Paper Mache Artisan	5
2.	Making of Sakhta (Paper pulp) (HCS/N4401)	7
	Unit 2.1: Preparing Raw Material and Tracing	9
	Unit 2.2: Making Paper Mache Products	19
3.	Work Area Management (HCS/N9912)	26
	Unit 3.1: Work Area Management	28
4.	Health and Safety (HCS/N9913)	33
	Unit 4.1: Safety, Health, and Hygiene	35
	Unit 4.2: First Aid	48
5.	Working in a Team (HCS/N9901)	53
	Unit 5.1: Working in a Team	55
6.	Annexures	63







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1. Introduction to Sector

Unit 1.1 – Paper Mache Sector in India

Unit 1.2 – Job role of a Paper Mache Artisan



Bridge Module

Key Learning Outcomes



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

1. Build rapport with fellow participants of the program
2. Discuss the Paper Mache sub-sector in India.
3. Define the artwork that comes under Paper Mache.
4. Identify artifacts of Paper Mache handicraft.
5. Identify the states that are producer of Paper Mache art.
6. Describe the work area of Paper Mache Artisan.
7. Identify the opportunities for Paper Mache Artisan.

Unit 1.1: Paper Mache Sector in India

Unit Objectives

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

1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Find the interest of students
4. Discuss the Paper Mache sub-sector in India.
5. Define the artwork that comes under Paper Mache.
6. Identify artifacts of Paper Mache handicraft.
7. Identify the states that are producer of Paper Mache art.

Resources to be used

- Available objects such as a duster, pen, notebook etc.
- A small bag to be used as parcel

Do

- 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.

Say

- Thank the students for their participation.

Notes for Facilitation

- For Ice Breaker activity, 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 favourite movie or book' etc.

- Invite the students who have seen paper mache products being made and ask them to share their experience.
- Discuss about the places which are known as paper mache art hubs.
- Ask the students to define what Paper Mache or Papier Mache is.
- Give the students some time and let them discuss with each other to come up with best definition.
- Ask the students to give examples of various applications of paper mache.
- Ask the students bring any paper mache art work and show it in class.
- Arrange different types of paper mache products created in the India for demonstration.

Exercise



I. Answer the following questions.

1. What does a QP consist of?

Answer: QP comprises a set of NOS, together with the educational training and other criteria required to perform a job role. QP is assigned with a unique qualifications pack code. NOS is specific to Indian industries

2. What does NOS specify?

Answer: NOS specifies the standards of performance than an individual must achieve when carrying out a function in the workplace. It includes the knowledge and understanding they need to meet the requirements of the standard consistently. Occupational Standards are applicable both in the Indian and global contexts.

3. What is Paper Mache?

Answer: Paper Mache or say Papier Mache is an art in which raw material made by using paper pieces and pulp. Sometimes, fabric is added to the art using glue, starch, or other adhesives to increase strength of the art work.

4. What are the applications of paper mache art?

Answer: There are many practical applications of Paper Mache in decoration, military, costuming, theatre, and movies. There are hundreds of types of objects that can be made by paper mache art. In simple terms, if you can visualize and object then you can probably create it using paper mache art. You can make jewellerys, vases, bowls, masks, pinatas, volcanos, or even furniture using this art.

II. State whether the following statement is True or False.

1. Militaries have used fuel tanks made using paper mache during World War II. (T/F)

True False

2. Paper Mache is also called Papier Mache. (T/F)

True False

Unit 1.2: Job Role of Paper Mache Artisan

Unit Objectives

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

1. Describe the work area of Paper Mache Artisan.
2. Identify the opportunities for Paper Mache Artisan.

Say

- The Paper Mache Products Artisan is responsible for making sakhta out of paper pulp passing through various stages of preparation beginning from paper cutting, paper soaking etc.
- The Sakhta maker should be hard smart working with a flair for creating innovative designs as per buyer's samples and/or self-intuition.
- He should be keen, patient, having some knowledge of the material, and having steady hands.
- There are great opportunities of Paper Mache Artisan in India as well as in foreign countries like France, Japan, USA, Italy, and many other countries.
- A wide range of items are produced using paper mache art like pen holder (kalamdani), jewellery boxes, tissue holding rings, decorative items, ornaments, and so on.

Notes for Facilitation

- You could ask the students what they know about the paper mache products artisan.
- Give students some time to think about how the sector of paper craft has changed in the last five years.
- Set the context and describe the job role of paper mache products artisan.
- Show some products made by paper mache products artisan.
- Ask the students about the opportunities available for paper mache products artisan in India as well as Foreign.

Ask

- Ask the students about the responsibilities of paper mache products artisan in an organization.
- Ask the students about history of Paper Mache art and give them time to research.

Exercise



I. Answer the following questions.

1. What is the job of a paper mache artisan?

Answer: The Paper Mache Products Artisan is responsible for making sakhta out of paper pulp passing through various stages of preparation beginning from paper cutting, paper soaking etc.

2. What are the benefits of becoming a paper mache artisan?

Answer: A Paper Mache Artisan has following benefits:

- Exclusive paper mache art products have good domestic and export markets
- Versatility in changing designs and texture with minimum investment
- Possibility of more value addition in very small cost
- Paper Mache Artisan for both local demand and foreign demand industries.
- Paper Mache Artisan can work as instructor of art and craft in local as well as foreign institutions.



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2. Making of Sakhta (Paper pulp)

Unit 2.1 – Preparation of Paper pulp

Unit 2.2 – Making Paper Mache Products



HCS/N4401

Key Learning Outcomes

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

1. Identify and use suitable PPE like rubber hand gloves as required.
2. Put strips of paper in a suitable container (drum).
3. Add sufficient water to the drum to soak the paper.
4. Allow it to soak for 3-4 days.
5. Remove the soaked paper and transfer it to a stone mortar.
6. Pound the paper with a wooden pestle.
7. Put the pounded material under sun/shade to allow it to dry partially under in an open atmosphere.
8. Prepare separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating.
9. Mix this atiji with a partially dried semi-solid pounded paste of paper.
10. Identify and mold the design as required.
11. Put ordinary paper as separator for paper mache shape former. The separator is fixed to the mold with the help of atiji.
12. Keep on putting paper pulp over the separator to develop the object of paper mache as per size

Unit 2.1: Preparing Raw Material and Tracing

Unit Objectives

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

1. Identify and use suitable PPE like rubber hand gloves as required.
2. Put strips of paper in a suitable container (drum).
3. Add sufficient water to the drum to soak the paper.
4. Allow it to soak for 3-4 days.
5. Remove the soaked paper and transfer it to a stone mortar.
6. Pound the paper with a wooden pestle.
7. Put the pounded material under sun/shade to allow it to dry partially under in an open atmosphere.
8. Prepare separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating.
9. Mix this atiji with a partially dried semi-solid pounded paste of paper.

Notes for Facilitation

- Show the raw materials used in creating paper mache products.
- Ask the students about the functioning of various hand tools used for preparing paper mache products.
- Arrange a visit to show the process of making paper mache products.
- Ask the students about the use of different tools.
- Ask students to explain the differences made by using different raw materials in paper mache products.

2.1.1: Raw Material for Paper Mache

Say



- Beauty of paper mache art is in recycling paper waste for high profit. Raw material for paper mache is paper paste which can be extracted from different sources.
- In this session, we will discuss about various raw materials used in making paper mache products.

Do



- Show the raw material items to students and ask them about the use of each material.
- Give students some time to think and answer.
- Tell the students about the correct use of each raw material and how it is processed for paper mache.

Demonstrate



- Demonstrate the processing of any selected raw material for making paper mache artwork.

Summarize



- Summarize the list of raw materials used for paper mache.

Exercise



I. Answer the following questions.

1. How is newspaper useful for paper mache art?

Answer: Newspaper is a good source for soft paper pulp.

2. What is the benefit of using printing waste paper as compared to newspaper?

Answer: This paper creates a harder pulp as compared to newspaper.

3. Which paper is useful for creating soft pulp with less weight?

Answer: Tissue papers are thin and soft so they produce soft pulp with lesser weight of material. Tissue papers can come in different colours as well.

4. What are uses of Parchment and Glossy Papers in paper mache artwork?

Answer: Parchment paper is generally found in brown paper bags with one side glossy and other side rough. You can also find glossy papers from cover pages of books and magazines. This type of papers is generally water proof and grease-resistant.

5. What are the types of colours/paints used in paper mache art?

Answer: There are a wide variety of colours available in market for painting paper mache articles. Major categories of colours/paints used for paper mache are Water Colours/Poster Colours, Acrylic Colours/Paints, and Spray Paint/Aerosol Colours.

6. Discuss the types of glues used in paper mache products making.

Answer: There are mainly two glues used in making paper mache products. These are:

Glue Stick: Glue stick is used to provide adhesive at smaller sections of the product.

White Glue/PVA Glue: White glue or PVA Glue is used to provide adhesion at larger surface area. You can dip brush in this glue and then spread it at large surface area.

7. Describe the use of tapes in making paper mache artwork.

Answer: Tapes are useful for many purposes in paper mache. Transparent tapes can make small sections of product water proof. They can increase the binding strength of product. Tapes can hide some sections like seams on the paper mache product.

II. State whether the following statement is True or False.

1. Poster colours are also referred to as water colours because these colours are mixed with water to form paint. (T/F)

True False

2. Parchment paper is paper with one side glossy and other side rough. (T/F)

True False

3. Acrylic colours are water resistant when fully dried.

True False

Notes 

2.1.2: Tools and Equipment

Say

- Paper mache artisan does not require heavy machinery or large setup of tools to perform the job. Common household tools can be used to create paper mache artwork.
- In this session, we will learn about some of the common tools and equipment used for paper mache work.



Do

- Ask the students to arrange tools as per their functions.
- Ask the students about the usage of various tools and how they should be handled.

Demonstrate

- Demonstrate the function and usage of various safety equipment.
- Demonstrate the function and usage of various cutting tools.
- Demonstrate the function and usage of various measuring and marking tools.
- Demonstrate the function and usage of various electrical items.
- Demonstrate the function and usage of various mixing apparatus.
- Demonstrate the function and usage of various painting tools.

Summarize

- Summarize the uses of various tools and equipment.

Practical



- 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
Demonstrate the functions and usage of various tools and equipment used in paper mache product creation	8 hours	Gloves, Safety Goggles, mask, thimble, scissors, Knife and Paper Cutting Blade, Rubber Mat, Paper Punch, Needles, Stapler, Measuring and Marking Tools, electrical equipment, Mixing Apparatus, Painting Tools

Do



- Arrange all the tools on a table according to their function. For example, place all the cutting tools together.
- One by one pick the tools and demonstrate their correct use.

Exercise



I. Answer the following questions.

1. When working on mixing ingredients for paper mache, should be worn in hands by artisan.

Answer: gloves.

2. When working on perfumes or chemical solutions that can be dangerous if inhaled in large quantity then should be worn by artisan.

Answer: mask.

3. If there is a hand sewing work involved then artisan should wear a on thumb.

Answer: thimble

II. State whether the following statement is True or False.

1. Cutting hard paper can blunt the edges of scissors so you need to keep them sharp. (T/F)

True False

2. Common kitchen containers can be used to mix paper, water and other ingredients for making pulp (sakhta). (T/F)

True False

2.1.3: Preparing Paper Pulp

Say



- Preparation of paper pulp involves two major processes: preparing paper strips to half wet conditions and preparing natural adhesive using rice flour or other sticky flour.
- In this session, we will learn about the steps involved in preparing paper pulp for making paper mache art.

Do



- Ask the students to arrange the raw material required for making paper chunks.
- Ask the students to arrange tools and material for making atiji.

Demonstrate



- Demonstrate the procedure of preparing paper chunks and atiji for making paper pulp.

Steps



Preparing Paper Chunks

1. Take newspapers or other paper scraps earlier collected for paper mache work. Make sure there are enough depending on the size of your artwork.



2. Tear them into small strips. You can cut papers into any shapes depending on final product required. For example, if you want to create a sphere like paper mache art then you should have thick paper strips for enhances symmetry when placing the strips on base.



3. Fill a bucket or container with paper strips up to at least $\frac{1}{4}$ level.



4. Put some hot water in the bucket. It should be enough to cover all the strips in bucket (above $\frac{1}{4}$ level of bucket).



5. Allow the water in bucket to cool down and then mesh the pieces together using wooden spoon.



6. Put the paper chunks in food processor/mixer to get finer paper chunks.



Preparing Atiji Glue

1. If you have access to Blender and have rice instead of rice flour then put rice in blender with water. For 1 ½ cup of rice, you will need 2 ½ cup of water. If you have rice flour the mix.



2. After blending, put the paste in a heating pan and simmer for 5 minutes. When the paste is thick and translucent, it is ready as a glue.



3. Allow it to cool down and then you can put the glue on small paper to test adhesion.

Mixing Atiji Glue with Paper Chunks

1. Using a wooden pestle, pound the paper chunks in wet paper chunks under Sun until they are partially dried.
2. Put the partially dried paper chunks in a bowl with atiji glue earlier prepared and mix them well using wooden spoon. The final product is called paper pulp and it is naturally adhesive.



Summarize

Summarize the procedure of preparing paper pulp.

Exercise

I. Answer the following questions.

1. What are the two major processes involved in making paper pulp.

Answer: Preparation of paper pulp involves two major processes: preparing paper strips to half wet conditions and preparing natural adhesive using rice flour or other sticky flour.

2. What is the minimum water amount to be filled in bucket for soaking water strips?

Answer: You need to fill at least $\frac{1}{4}$ level of bucket for soaking water strips.

II. State whether the following statement is True or False.

1. You can create natural adhesive for paper mache artwork using any sticking flour. (T/F)

True False

2. You need to fill a bucket or container with paper strips up to at least $\frac{3}{4}$ level for soaking. (T/F)

True False

Unit 2.2: Making Paper Mache Products

Unit Objectives

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

1. Identify and mold the design as required.
2. Put ordinary paper as separator for paper mache shape former. The separator is fixed to the mold with the help of atiji.
3. Keep on putting paper pulp over the separator to develop the object of paper mache as per size.

Notes for Facilitation

- Ask a student to demonstrate the process of making paper mache products.
- Ask the students to explain the procedure of creating Paper Mache Bowl.
- Ensure that each student has prepared paper pulp for making paper mache products.

2.2.1: Making Paper Mache Products

Say

- The process of making Paper mache product depends on the type of product to be made. Some products require mould like sculptures. Some products require balloons acting as base for gluing pulp like decorative eggs. Some products need handwork without base objects like ornaments. Here we will work on some common paper mache designs, rest is up to your creativity.
- In this session, we will learn to create various paper mache products.

Demonstrate

- Demonstrate the procedure of creating paper mache bowl.
- Demonstrate the process of creating vase using paper mache.

Steps

Creating Paper Mache Bowl (Mould type)

1. Take a bowl to be used as mould for paper mache.



2. Apply a thin plastic sheet on the bowl so that once paper mache product has dried, it can be extracted easily.



3. Prepare the paper strips and apply atiji glue on it.



4. Stick the first layer on bowl and let it dry for up to 2 hours.



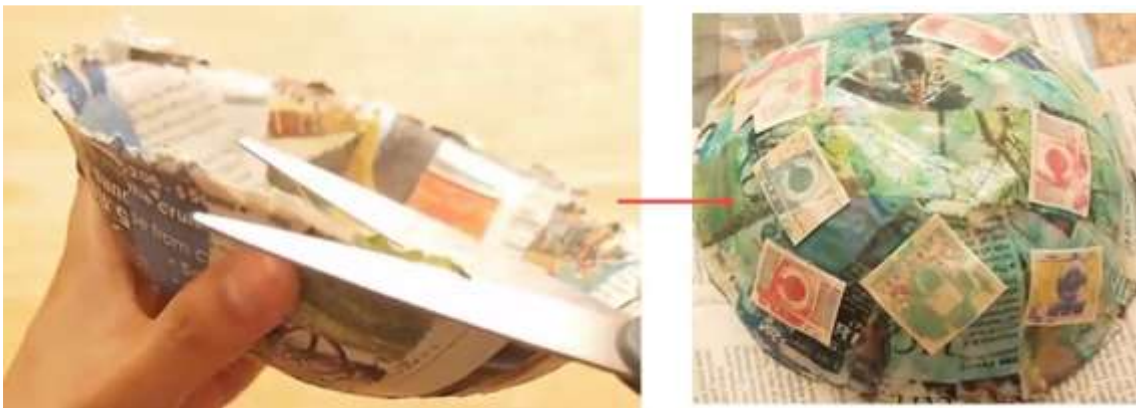
5. Once the first layer has dried, apply more layers of paper until you get desired thickness of product.



6. Once all the layers have dried completely, remove the mould and plastic sheet from product.



7. Trim the edges of paper mache bowl and decorate it as desired.



8. You can apply varnish to surface of bowl for increasing its strength.

Summarize



- Summarize the process of preparing fabric and pasting design on fabric piece.

Practical



- 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
Create a paper mache bowl and decorate it with paint	8 hours	Ceramics bowl, thin plastic sheet, newspaper strips, atiji glue, decorative paper, acrylic paints, scissors, varnish

Do



- Ask the students to perform the steps as demonstrated in the previous session.
- Make sure each student prepares right quality of product.

Exercise

**I. Answer the following questions.**

1. You can use a plastic bowl as for paper mache bowl making.

Answer: mould.

2. You need to apply a on the bowl so that once paper mache product has dried, it can be extracted easily.

Answer: thin plastic sheet.

II. State whether the following statement is True or False.

1. Once the first layer has dried, apply more layers of paper until you get desired thickness of product. (T/F)

True False

2. You can apply varnish to surface of bowl for increasing its strength. (T/F)

True False





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3. Work Area Management

Unit 3.1 – Work Area Management



HCS/N9912

Key Learning Outcomes

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

1. Handle materials and tools safely and correctly
2. Use materials to minimize waste
3. Maintain a clean and hazard free working area
4. Maintain the tools
5. Carry out maintenance and/or cleaning within one's responsibility
6. Dispose of waste safely in the designated location
7. Store cleaning equipment safely after use
8. Carry out cleaning according to schedules and limits of responsibility

Unit 3.1: Work Area Management

Unit Objectives

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

1. Describe the importance of managing work area properly.
2. Describe the benefits of work area management.
3. Describe how to build a good housekeeping plan
4. Identify the elements of housekeeping
5. Handle materials and tools safely and correctly
6. Use materials to minimize waste
7. Maintain a clean and hazard free working area
8. Maintain the tools
9. Carry out maintenance and/or cleaning within one's responsibility
10. Dispose of waste safely in the designated location
11. Store cleaning equipment safely after use
12. Carry out cleaning according to schedules and limits of responsibility

Notes for Facilitation

- Tell the students why they should manage their workplace properly.
- Ask students about the benefits of managing workplace properly.
- Give students time to create a plan of good housekeeping program in the institution.
- Ask the students to perform work area management.

3.1.1 Reasons to Manage Workplace

Say



- A clean workplace means more than just having a sparkling, fresh building. A clean workplace also ensures the safety and health of employees and visitors.
- In 2015 alone, nearly 3 million nonfatal workplace injuries and illnesses were reported by private industry employers. Workplace injuries can be prevented by taking action to ensure a clean, safe work environment.

Ask



- Ask the students to list the benefits of managing workplace properly.
- Ask the students about the reasons to manage workplace.

Summarize



- Summarize the reasons and benefits of managing workplace properly.

Exercise



I. Answer the following questions.

Q1. State some reasons for managing the workplace effectively.

Answer. A clean workplace means more than just having a sparkling and fresh environment and clean workplace also ensures health and safety for employees and visitors. Workplace injuries are unavoidable, but can be prevented by taking proper action to ensure clean and safe working environment.

Q2. What are the benefits of managing our work-area environment?

Answer. Effective workplace management results in:

- a. avoids accidents in clutter-free and spill-free work areas.
- b. decreased health hazards.
- c. lowers employee exposure to risky substances (e.g. dusts, vapours).
- d. more effective use of area.

Q3. What are the main elements for good house-keeping?

Answer. The main elements for good House Keeping are as follow:

- a. Dust and Dirt Removal, b. Surfaces, c. Maintain Light Fixtures, d. Clean pathways, e. Spill Control, f. Tools and Equipment

Q4. Mention few tips for effective storage and maintenance of tools and equipment.

Answer. Clean your tools. Cleaning the tools regularly is essential to their proper functioning.

Protect electrical cords. Airlines and electrical cords are prone to heavy damage, since they are generally in the way of construction vehicles, and foot traffic.

- a. Lubricate tools, b. Inspect tools regularly. c. Store tools with care.

Q5. Name the Two types of maintenance.

Answer. The two types of maintenance: a) regular maintenance b) corrective maintenance

Q6. State some reasons for managing the workplace effectively.

Answer. A clean workplace means more than just having a sparkling and fresh environment and clean workplace also ensures health and safety for employees and visitors.

II. State whether the following statement is True or False.

1. Cost of regular maintenance is very small when it is compared to the cost of a major breakdown.

True False

2. Clean lighting fixtures improves the efficiency within work.

True False

3. Always use selective absorbent material and floor mat to keep the floor always dry.

True False

4. Blow-downs using compressed air or steam are allowed for inaccessible or unsafe surfaces.

True False

5. Stairways and walkways does not require sufficient lighting

True False

6. Once spills occur, it's necessary to wash them up straightaway.

True False

7. Cloth bags instead of plastic will greatly reduce the amount of waste.

True False

8. Pipelines comprise many equipment and accessories within the pipeline system.

True False

9. Storage of materials should meet all requirements specified in the fire codes.

True False

3.1.2 Planning Good Housekeeping Program

Say



- A good housekeeping program plans and manages the orderly storage and movement of materials from point of entry to exit. It includes a material flow plan to ensure minimal handling.
- The plan also ensures that work areas are not used as storage areas by having workers move materials to and from work areas as needed.

Ask



- Ask the students to perform housekeeping plan for workshop.

Explain



- Explain the processes to be taken care of while preparing the housekeeping plan.
- Explain the key features of a good housekeeping plan.

Summarize



- Summarize the details of a good housekeeping plan.

Practical



- Ask the students to perform housekeeping and safety check at the work place. Also, ask them to make notes of the things that can be dangerous and should be improved.

Skill Practice	Time	Resources
Perform safety check on the work area and suggest improvements. Perform housekeeping as per the plan prepared.	8 hours	Protective gears like goggles, mask, gloves, cleaning tools, electricity tester, accident report sheet, Inspection report

Do



- Make sure each student is contributing in the practical.
- Encourage the students which show less interest in the activity.



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4. Health and Safety

Unit 4.1 – Safety, Health, and Hygiene

Unit 4.2 – First Aid



HCS/N9913

Key Learning Outcomes

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

1. Identify the common safety measures while working in studio.
2. Describe the benefits of health.
3. Describe the measures to be taken to maintain hygiene in workshop.
4. Describe about the common accidents that occur in workshop.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

Unit 4.1: Safety, Health, and Hygiene

Unit Objectives

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

1. Know the general safety measures while working in studio.
2. Understand the benefits of health.
3. Know the measures to be taken to maintain hygiene in workshop

Notes for Facilitation

- Give some live examples on the importance of safety at the workplace.
- Arrange the PPE (Personal Protective Equipment) on table and ask students to show their uses.
- Ask the students to discuss the important things to be taken care of while working in workshop.
- Ask the student what is the definition of health.
- Tell the correct definition of health and discuss its importance.

4.1.1: General Safety Rules

Say



- There are some safety rules which are common on every type of manufacturing work. Like, you should never drink liquor when you are on work.
- You should not ignore the safety rules as it may cause injury to you and your colleagues nearby.

Do



- Explain to the participants the importance safety rules.
- Divide the class into two groups and ask them to tell general safety rules one by one.
- If first group is not able to suggest safety rule then pass it to other.
- Give points to the groups on each correct safety rule suggested for engraving studio.

Demonstrate



- Rearrange the desks in the classroom in random way so that there is very narrow passage to pass through them.
- Ask one student to run through the passage and ask the other student to run behind him to catch.
- Soon the student will get stuck in the passage or hit the desk. Tell the students if the things were arranged properly this should not have happened.

Steps: General Safety Rules



- Work intelligently.
- Keep studio space neat and orderly.
- Ensure appropriate ventilation.
- Have proper protective gear and cleaning supplies available.
- Wash hands and other exposed body parts after working, and before eating or using the bathroom.
- Maintain your health and fitness.

Summarize



- Summarize the general safety rules.

4.1.2: What is an Accident?

Say



- An **accident** is a specific, unpredictable, unusual and unintended external action which occurs in a particular time and place, with no apparent and deliberate cause but with marked effects.

Explain



- Explain the types of accidents.

Demonstrate



- Demonstrate the common occurring accidents through videos or chart.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

4.1.3: What is a Fire Extinguisher?

Say



- Fire extinguishers are fire protection device used to extinguish or control small fires.

Explain



- Explain the types of fire extinguishers.
- Explain the use of different type of fire extinguishers.
- Explain the importance of proper pressure in the fire extinguisher and how to read pressure.

Demonstrate



- Demonstrate the types of fire extinguishers.
- Demonstrate the parts of fire extinguisher and use of each part.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

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
Use of different type of Fire Extinguisher	6 hours	Fire Extinguisher, wood, plastic, electric supply and arrangement for short circuit, petrol to set mock fire

Do

- Ask the volunteer to come forward for using Fire Extinguisher.
- Ask the rest of students to keep a safe distance from the mock test area and watch very carefully.
- Go around and make sure the distance is safe.
- Handle different type of fire extinguishers to volunteers.
- Charge different type of mock fires in the open area and ask volunteers to extinguish the fire.

4.1.4: What is Health?

Say



- There is a famous proverb “Health is Wealth” which means if a person is healthy he/she can do work and earn wealth.
- As defined by 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."
- We should always stay healthy by mind, body and soul.

Explain



- Explain to the participants the importance of health.
- Explain the methods to stay mentally healthy.
- Explain the methods to stay physically healthy.
- Explain why it is important to be healthy by soul means having good thoughts for work as well as your colleagues.

Demonstrate



- Demonstrate the ill effects of bad habits on health via videos and encourage the students to quit bad habits if they have any.

Summarize



- Summarize the methods to stay healthy and fit.

Exercise



I. Answer the following questions.

1. List various Do's and Don'ts applicable for employee safety inside a factory.

Answer. Do's :

- When you are in doubt, ask the instructor.
- Wipe out if any oil is split on the floor immediately to prevent anyone from slipping.
- Always inspect the m/c before starting to work.

Don'ts

- Do not use your hand to stop and start the hand wheel.
- Do not stitch over pins or put them in your mouth.
- Do not remove any safety devices from the machines.

2. What are PPE's and the major common tools used for PPE?

Answer. PPE is personal protective equipment used to protect from injury, hazard, etc.

Common PPE: Eye protection, head protection, hearing protection, hand protection, respiratory protection, etc.

3. Name the various types of accidents possible in a garment factory

Answer. Physical, Collision, etc.

4. Identify the different types of fire extinguisher and their application.

Answer. Class A, combustible carbon-based solids eg paper, wood or textiles

Class B, flammable liquids eg paraffin, petrol, diesel or oil (but not cooking oil)

Class C, flammable gases, eg butane, propane or methane

Class D, burning metals, eg aluminium, lithium or magnesium

Fires caused by electrical equipment (indicated by an electric spark symbol and not the letter E)

Class F, fats and cooking oils.

5. List the various types of hazards.

Answer. Electrical hazard, sharp object hazard, falling object hazard, equipment failure, fire hazard.

II. State whether the following statements are True or False.

1. Health and Safety of the employees is an important factor for everyone and it is your responsibility to maintain a safe working place.

True False

2. When sewing on a power m/c, wear low height shoes & close-fit cloths.

True False

3. Adjustment works must only be done by appropriately trained technicians or personnel.

True False

4. Operate the extinguisher from a safe distance, several feet away.

True False

5. Fresh air and good ventilation can also prevent from headaches, dizziness and fatigue.

True False

6. Before operating the m/c., close the slide bed cover and be sure that the needle is properly set and the bobbin is properly placed.

True False

4.1.5 Working with People having Disabilities

Say



- There are a lot of misconceptions when people with disabilities are involved in Team. It is generally assumed that they will need help in doing their work from other team members.
- If one can understand that people with disabilities are people just like any other team members then it would be more productive for the team. It is better to focus on the abilities of PwD (People with Disabilities) rather than focusing on their disabilities.
- There are a few etiquettes to be followed when interacting with People with Disabilities which will be discussed in this session.

Explain



- Some important etiquettes for interacting with PwD are given next.

Golden Rule for Interaction

- The golden rule for interacting with anyone including People with Disabilities is the simplest to understand. “You should treat everyone in the same way as you want to be treated when placed in their situation.”
- Imagine what you would want to hear when you had the disabilities similar to the person in front of you.

Ask before Assisting

- Just because someone has disabilities does not mean he/she will need your assistance in doing their work.
- Most of the time people cause problems for person with disabilities rather than helping them. It is also a rude gesture when helping PwD without asking them first.
- Most of the time People with Disabilities have unique ways to do the same work which you may not even imagine.

Do not Label

- You should not use label language with interacting with PwD. Example of label are deaf, dumb, insane, dwarf, and so on.
- In place of using labels, it is better to use People First language. The people first language equivalent to insane is “person with mental illness”.
- You can also use survivor language which can also boost morale of PwD like you should say, “person is survivor of xxxx mental illness”.

Do not show Pity or Patronize

- After assigning label, this is the second most common mistake anyone does when interacting with PwD.
- Always keep in mind that person with disabilities deserves same dignity and respect as any other abled person.
- Person with disability is not a victim, he/she is survivor and you should treat them in the same manner.

Speak Direct First

- If the disabled person is accompanied by a caregiver, then you should first try to talk directly with disabled person and once it is established that the person cannot communicate directly then only you can switch to caregiver for interaction.
- Doing this makes the disabled person understand that you see him/her as your equal.

Do



- Ask the students with PwD to come forward on stage.
- Ask the other students to come one by one on stage and interact with students having disabilities.
- Ask the students with Disabilities to perform various job role related tasks and discuss how a person with disabilities uses unique ways to perform the same task.

Summarize



- Summarize the process of interacting with persons having disabilities.

Exercise



I. Answer the following questions.

1. What is the golden rule of interacting with person having disabilities?

Answer. The golden rule for interacting with anyone including People with Disabilities is the simplest to understand. "You should treat everyone in the same way as you want to be treated when placed in their situation." Imagine what you would want to hear when you had the disabilities similar to the person in front of you.

2. What are the examples of not using label language?

Answer. You should not use label language with interacting with PwD. Example of label are deaf, dumb, insane, dwarf, and so on. In place of using labels, it is better to use People First language. The people first language equivalent to insane is "person with mental illness". You can also use survivor language which can also boost morale of PwD like you should say, "person is survivor of xxxx mental illness".

3. Why it is important to understand abilities of disabled person?

Ans. Disabled persons generally add new ideas and ways to perform tasks in a team. You should understand their way of working on the projects before assigning jobs to them. If you are a team leader then you should always assign the most appropriate and safe job to disabled person based on their abilities.

II. State whether the following statement is True or False.

1. Evenif the disabled person is accompanied by a caregiver, you should first try to talk directly with disabled person. (T/F)

True False

2. Disabled persons generally add new ideas and ways to perform tasks in a team. (T/F)

True False

3. Person with disability is not a victim, he/she is survivor and you should treat them in the same manner.

True False

Notes 

4.1.6 Gender Sensitisation

Say



- Gender sensitisation refers to the process of making people aware about gender equality and making people understand that there are no predefined task limits for men and women.
- Note that gender is not sex here. Sex is the biological state of human. A person will be male, female or intersex due to biological conditions and genitals. Sex defines anatomical and physiological property of human.
- Gender is the role and expectations defined based on one's sex. Due to these social definitions defined on the basis of sex; dress codes, routines, freedom of expression, rights and opportunities are also divided between genders.

Explain



Gender Construction in Society

The root of gender construction begins in boys and girls as soon as they become aware to them self. They will be constantly bombarded with statement when growing up that a boy and a girl are different and they play different roles in society. There are various levels in society at which gender inequality is taught:

- Family Level
- School Level
- Religion Level
- Local Society Level
- Community Level

Patriarchy

- Patriarchy is the social system derived from gender biasness which considers men superior to women in social status.
- Due to this social system men are generally considered as head of family even if they are incompetent. Due to this system, men are considered as the one who will carry family name, inherit property and make all the family decisions.
- Patriarchy is a double edge sword because it also puts the burden of expectations on men and limiting this freedom of choices. For example, men are expected to become dancer, musician, tailor, or cook. Women are the biggest victim of this patriarchy system because they are limited in almost all their choices starting from their dressing to their interaction in society.

Gender Equality

Gender equality is not sex equality. It does not mean men and women are same. It means that there should be no constraint/restriction in access to social opportunities and decisions based on gender for men and women. Following are the steps to achieve gender equality in society:

- Changing regressive norms: Our social system is full of such norms like woman is paid less than a man for same work, household work is the primary work of women, and so on. These norms should be removed from our society for establishing equality.
- Equal Access: For establishing gender equality, women/girl should have equal rights in inheritance, family assets, loans, credits, opportunities, and so on.
- Changing Mindset: From centuries it has been the mindset of society that girl/woman is inferior to man. This has generated many secondary problems in society. Common examples of such mindset are like; a girl cannot choose her life partner, a women cannot leave home town for job, and so on.
- Changing Biased Social Practice: Social practice like dowry, restricted dress codes, Child birth selection, and so on put the girl/woman at disadvantage in society. Such social practice must be changed.

Do



- Ask the students to give examples of gender inequality.
- Ask the students to give ideas on how to eradicate gender inequality.

Summarize



- Summarize the ill-effects of gender inequality in progress of society.

Exercise



I. Answer the following questions.

1. What is the gender sensitization?

Answer. The golden rule for interacting with anyone including People with Disabilities is the simplest to understand. "You should treat everyone in the same way as you want to be treated when placed in their situation." Imagine what you would want to hear when you had the disabilities similar to the person in front of you.

2. What is patriarchy?

Answer. Patriarchy is the social system derived from gender biasness which considers men superior to women in social status. Due to this social system men are generally considered as head of family even if they are incompetent. Due to this system, men are considered as the one who will carry family name, inherit property and make all the family decisions. Patriarchy is a double edge sword because it also puts the burden of expectations on men and limiting this freedom of choices. For example, men are

expected to become dancer, musician, tailor or cook. Women are the biggest victim of this patriarchy system because they are limited in almost all their choices starting from their dressing to their interaction in society.

II. State whether the following statement is True or False.

1. Gender equality is sex equality. (T/F)

True False

2. For gender equality in daily life, all the adult members should share the household chores. (T/F)

True False

3. Patriarchy is a double edge sword because it also puts the burden of expectations on men and limiting this freedom of choices.

True False

Unit 4.2: First Aid

Unit Objectives

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

1. Describe the common accidents that occur in workshop.
2. Describe the preventive measures to be taken to minimize accidents.
3. Learn the procedure to use fire extinguisher
4. Learn the ingredients of First-Aid Kit.
5. Learn the methods of giving First-Aid in case of accident.

Notes for Facilitation

- Prepare a chart on the common accidents that can occur in the workshop and pin it in class.
- Ask the students to suggest preventive measures by giving them some situations one by one.
- Ask the students about the preventive measures to be taken to minimize accidents.
- Arrange for different types of fire extinguishers for demonstration.
- Ask students about the functioning of fire extinguisher.
- Prepare First-Aid Kit for students or let the students prepare the First-Aid kit.
- Ask students to prepare a chart on various components of First-Aid Kit.
- Arrange for a role play on giving First-Aid in case of emergency.

4.2.1: First Aid and First Aid Kit

Say



- First Aid is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.
- First-Aid Kit is an important part of tool kit. Accidents can occur anywhere so First Aid Kit should always be available in the toolbox.

Explain



- Explain the importance of First Aid Kit.
- Explain the methods of first aid in different situations.

Demonstrate



- Demonstrate the First Aid procedures in different situations.

Summarize



- Summarize the items in First Aid kit and the procedure to give first aid in different situations.

Role Play



- Ask the students to assemble together.
- Form the groups of 2-2 students.
- Ask one student in a group to provide first aid to other student in a given situation.
- Similarly, give different situations of first aid to each student.

Skill Practice	Time	Resources
Providing First Aid	8 hours	First Aid kit, notebook

Do



- Note down the performance of each group in providing first-aid.
- Once the role play is over, discuss the good and bad of students' performance.

4.2.3: Personal Protective Equipment (PPE)

Say



- Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter

Explain



- Explain the importance of PPE.

Demonstrate



- Demonstrate the components of personal protective equipment.

Exercise



I. Answer the following questions.

Q.1. What are the common components of first-aid kit?

Answer. Bandage, Gauze pads, first-aid burn creams, tweezers, antibiotic ointment, etc.

Q.2. Provide some remedial measures to overcome unwanted accidents occurring at workplace.

Answer. a) Maintain all the wiring/fixtures with proper guidelines.

b) Keep switch off or unplugged when any appliance is not in use.

c) Keep sharp objects or tools properly to avoid injury.

Q.3. Who is responsible for workplace safety?

Answer. Workplace safety is important to everyone and it is responsibility of workers to maintain a safe working place.

Q.4. Fire Extinguisher type-B is used for.....

Answer. A Class B fire extinguisher is used for flammable liquid and gas fires such as oil, gasoline, etc.

II. State whether the following statements are True or False.

1. The operation without the specified safety devices is allowed to continue the work.

True

False

2. Good ventilation can also prevent from headaches, dizziness and fatigue.

True False

3. First-aid is nothing but the assistance given to any person suffering a sudden injury with care provided to preserve their life.

True False

4. Electric shock is caused by broken blood vessels leaking blood under the skin. Bruising can be minimal or large and severe.

True False

5. Shock is developed when there is not enough blood flow to the vital organs of the body.

True False

6. Antibiotic ointment is one of the common first aid tool component.

True False



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5. Working in a Team

Unit 5.1 – Working in a Team



HCS/N9908

Key Learning Outcomes



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

1. Know the benefits of team work.
2. Understand the stages of team building.
3. Understand the methods of working in a team effectively.
4. Be effective and efficient at workplace
5. Properly communicate about organization policies
6. Talk politely with other team members and colleagues
7. Adjust in different work situations
8. Give due importance to others' point of view
9. Avoid conflicting situations
10. Develop new ideas for work procedures

Unit 5.1: Working in a Team

Unit Objectives

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

1. Know the benefits of team work.
2. Understand the stages of team building.
3. Understand the methods of working in a team effectively.

Notes for Facilitation

- Tell the students why they should work in a team.
- Ask about the features of an effective team.
- Share the tips of getting maximum benefits while working as a team.
- Ask students to define the process of team building.

5.1.1 Why work in teams

Say



- Team work is very important for survival of humans. Even in the earlier time when humans used to live in caves, they lived alone. When they go hunt, they always go in a team.
- Although the time has changed and we are not living in caves still we have to work in a team because there are many tasks which single person cannot do.
- Even in engraving business (at bigger scale), you will need one person to manage finance, one person to make products, one person to make marketing and so on. Hence team work is very important to understand.

Ask



- Ask the students to list the benefits of working in a team.
- Ask them to discuss the difficulties arising in paper mache business if team working is not applied.

Exercise



I. Answer the following questions.

1. What is the main advantage in working as a team?

Answer. There are many advantages of working collaboratively with other students. To make the most from your experience as a team member, remember to:

Share – open communication and the contribution of ideas and information is essential for successful and highly performing teams.

Participate actively. Don't wait for another team member to do all the work.

Learn to work cooperatively. The success of your team will depend on helping each other.

2. Why do some groups accomplish very little, while others achieve much more?

Answer. Working in a team environment typically involves collaborating with others to solve problems and develop innovative solutions. Behaving collaboratively includes valuing the contributions of others, brainstorming ideas with team members, and sharing tasks to get work done efficiently.

II. State whether the following statement is True or False.

1. Open communication and the contribution of ideas and information is not essential for successful and highly performing teams. (T/F)

True False

2. Effective time management involves prioritizing, scheduling and focusing on work to maintain productivity. (T/F)

True False

5.1.2 Effective teams

Say



- Mere group of people with different goals is not called team. An effective team is that which has a common goal and tries to achieve it by their best efforts.

Do



- Ask the students to form 4 teams by following the Team Building Process discussed in the handbook.
- Ask them to compete with each other in making paper mache products.

Summarize



- Summarize the process of team building and benefits of working in a team.

Exercise



I. Answer the following questions.

1. Why should we work in a team?

Answer. Employees at workplace also compete with each other for individual growth and self-advancement. This competition does not take straight root or fair path all the time. Some employees feel jealous towards others growth and advancement, as skills are workmanship and efficiency.

2. What are the features of an effective team?

Answer. The main features of an effective team are as follow: a. Coaching, b. Goal, c. Collaboration, d. Support, e. Motivation, f. Solution, h. Skill, i. Training.

II. State whether the following statement is True or False.

1. Teams are much more effective than individuals for work. (T/F)

True False

2. A group approach can lead to cost savings for the company. (T/F)

True False

3. Working as a team not only helps to showcase people's various strengths, but can also allow for compensation of weaker areas as well.

True False

5.1.3 Making the most of your team

Say



- A team is a group of people and a group always needs a leader to perform any task efficiently. There are certain tasks expected from leader of team as well as team members.
- When you are at the stage of team building, anyone who demonstrates extra smart work for the benefits of group is generally suitable to be a leader of team. In this session, you will learn about how a team can perform best when its members are giving their all.

Explain



There are many advantages of working collaboratively with other team members. To make the most of your experience as a team member, remember to:

- Not wait for others to pull you. You should take initiatives.
- Share your ideas with other team members.
- Cooperate with your team members and follow the instructions.
- Respect your team members and try to build a healthy competitive environment.
- Use your time efficiently towards achieving the common goal.
- Always be positive for your hard work.
- Keep note of your team members regularly.
- Ask your team leader for frequent feedback.
- Try to be gentle with other.
- During hard times, do not blame others. Keep calm and help others achieve the goal

Summarize



- Summarize the process of effectively working in a team.

Exercise



I. State whether the following statement is True or False.

1. You should not take initiatives unless a team leader tells you to do so. (T/F)

True False

2. Keep note of your team members regularly when working in a team. (T/F)

True False

3. During hard times, you can blame the other for their fault when working in a team.

True False

5.1.4 Group development Process

Say



There are five stages of a group development. These are sometimes defined as:

- Forming, or coming together
- Storming, or conflict
- Norming, or working out the rules
- Performing, or getting the job done
- Mourning, or breaking up

Explain



- Various states of team development are discussed as:

Forming

At this stage new members are found by possible team leader and they get together to know each other. The objectives to be considered when finding people for team are:

- Grasp of goals and objectives by people
- Tasks and roles to be performed by team members
- Clear idea about work plan
- Understanding in behavioural pattern of people

Storming

At this stage of newly recruited members of team can become hostile or over-conscious about themselves as individual and resist group formation.

They will express:

- infighting, defensiveness and competition
- doubts about success
- low group morale
- polarisation of group members
- concern over excessive work
- disunity and increased tension

Norming

At this stage members start accept the team, create the team norms and their own roles. At this stage there will be a few emotional conflicts.

Group members will try to:

- achieve maximum harmony by avoiding conflict
- develop a high level of trust and respect for others in the group
- discuss group dynamics constructively
- form friendships
- develop a sense of team cohesion with a common spirit and goals
- have high group morale
- establish and maintain group boundaries
- accomplish a moderate amount of work

Performing

A properly grouped team at this stage is capable of diagnosing and solving problems. This stage is not always reached by all teams.

Group members at this stage will:

- be willing to sort through group problems
- develop high conflict resolution skills
- understand members' strengths and weaknesses
- undertake constructive self-change
- accomplish a great deal of work

Mourning

This is the final stage of teams that were developed temporarily as task groups or committees.

Summarize



- Summarize the process of team building.

Team Activity



- Ask the students to play cricket or football and make their team win.

Skill Practice	Time	Resources
Team building and working in a team.	8 hours	Instruments as per game selected

Do



- Help students to form team.
- Arrange the instruments as per the game selected by students.
- Judge their game for team work and motivate them





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6. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan		
Program Name:	Certificate Course of Paper Mache Products Artisan	
Qualification Pack Name & Ref. ID	Paper Mache Products Artisan & Ref ID: HCS/Q4401	
Version No.	2.0	Version Update Date 27/01/2022
Pre-requisites to Training (if any)	Education: 8th Class with 3 years of relevant experience OR 10th Class with 1 year of relevant experience	
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the scope of Paper Mache sub sector in India. 2. Define the artwork that comes under paper mache sub sector. 3. Identify paper mache products made in India. 4. Identify the states that are producer of paper mache artwork. 5. Identify and use suitable PPE like rubber hand gloves as required. 6. Mix this atiji with a partially dried semi-solid pounded paste of paper. 7. Identify and mold the design as required. 8. Carry out color mixing techniques and color themes for painting 9. Actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender and PwD awareness organized at the workplace 10. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned 11. Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations. 12. Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices 13. Actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes. 14. Be accountable to one's own role in whole process of developing product 15. Improve upon the existing techniques to increase process efficiency 16. Handle materials and tools safely and correctly 17. Maintain a clean and hazard free working area 18. Work in a comfortable position with the correct posture 19. Maintain a healthy lifestyle and guard against dependency on intoxicants 20. Maintain a safe and healthy working environment 21. Monitor the workplace and work processes for potential risks and threats 	

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Introduction to Sector	Paper Mache Sector in India	<ul style="list-style-type: none"> Discuss the paper mache sub-sectors. Define the artwork that comes under paper mache sub sector. Identify paper mache work. 		<ul style="list-style-type: none"> Instructor Led Training Demonstration 	PowerPoint & Hand-outs, posters, film clips	4 Hr
		Job Role of Paper Mache Artisan	<ul style="list-style-type: none"> Describe the work area of paper mache. Identify the opportunities for paper mache. 		<ul style="list-style-type: none"> Instructor Led Training Demonstration 	PowerPoint & Hand-outs, posters, film clips	4 Hr
		Practical Session	Group Discussion on benefits of becoming paper mache. Also, discuss about the foreign job opportunities.		<ul style="list-style-type: none"> Group Discussion 	-	4Hr
2	Making of Sakhta (Paper pulp)	Preparation of Paper pulp	<ul style="list-style-type: none"> Put strips of paper in a suitable container (drum). Put the pounded material under sun/shade to allow it to dry partially under in an open atmosphere. Prepare separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating. Mix this atiji with a partially dried semi-solid pounded paste of paper. Identify and mold the design as 	HCS/N4401 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,PC13,PC14,PC15,PC16,PC17,KU1,KU2,KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration 	PPTs, Gloves, Safety Goggles, mask, thimble, scissors, Knife and Paper Cutting Blade, Rubber Mat, Paper Punch, Needles, Stapler, Measuring and Marking Tools, electrical equipment, Mixing Apparatus, Painting Tools	8 Hr

			<ul style="list-style-type: none"> required. Put ordinary paper as separator for paper mache shape former. 				
	Practical Session		<ul style="list-style-type: none"> Demonstrate the functions and usage of various tools and equipment used in paper mache product creation 	HCS/N4401 PC1,PC2,PC3,PC4,PC5,P C6,PC7,PC8,PC9,PC10,P C11,PC12,PC13,PC14,P C15,PC16,P C17,GS1,GS2,GS3,GS4,G S5,GS6,GS7,GS8,GS9,GS 10,GS11,GS 12,GS13	Hands on Practical individually	Gloves, Safety Goggles, mask, thimble, scissors, Knife and Paper Cutting Blade, Rubber Mat, Paper Punch, Needles, Stapler, Measuring and Marking Tools, electrical equipment, Mixing Apparatus, Painting Tools	8 Hr
	Making Paper Mache Products		<ul style="list-style-type: none"> Prepare the layers of fabric which can be used to cut in one lot, if required. Appropriately choose the method to be used for cutting as per requirement Identify and prepare the tools for cutting Ensure that the motifs are cut evenly across the same design Prepare the glue for pasting the layers temporarily Ensure that the viscosity of the glue is appropriate Carry out the pasting of two layers 	HCS/N4401 PC1,PC2,PC3,PC4,PC5,P C6,PC7,PC8,PC9,PC10,P C11,PC12,PC13,PC14,P C15,PC16,P C17,KU1,KU2,KU3,KU4,K U5,KU6,KU7,KU8,KU9,K U10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration 	PPTs, Handbook, Ceramics bowl, thin plastic sheet, newspaper strips, atiji glue, decorative paper, acrylic paints, scissors, varnish	4 Hr

			appropriately				
		Practical Session	Create a paper mache bowl and decorate it with paint	HCS/N4401 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,PC13,PC14,PC15,PC16,PC17,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13	<ul style="list-style-type: none"> Hands on Practical Individually Allot equal number of silvers to every student 	Ceramics bowl, thin plastic sheet, newspaper strips, atiji glue, decorative paper, acrylic paints, scissors, varnish	8 Hr
3	Work Area Management	Work Area Management	<ul style="list-style-type: none"> Handle materials and tools safely and correctly Use materials to minimize waste Maintain a clean and hazard free working area Maintain the tools Carry out maintenance and/or cleaning within one's responsibility Report damaged tools & materials Work in a comfortable position with the correct posture Dispose of waste safely in the designated location Store cleaning equipment safely after use Carry out cleaning according to schedules and limits of responsibility 	HCS/N9912 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10, KU1,KU2, KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10,KU11,KU12,KU13,KU14,KU15,KU16,KU17,KU18	<ul style="list-style-type: none"> Instructor Led Training Group Discussion Demonstration 	PPTs, Handbook, Protective gears like goggles, mask, gloves. Cleaning tools, electricity tester, accident report sheet	6 Hr

		Practical Session	Perform safety check on the work area and suggest improvements	HCS/N9912 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13	<ul style="list-style-type: none"> Hands on Practical in group 	Protective gears like goggles, mask, gloves. Cleaning tools, electricity tester, accident report sheet, Inspection report	8 Hr
4	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	<ul style="list-style-type: none"> Comply with health and safety related instructions applicable to the workplace Use and maintain personal protective equipment as per protocol Carry out own activities in line with approved guidelines and procedures Maintain a healthy lifestyle and guard against dependency on intoxicants Follow environment management system related procedures Store materials and tools in line with manufacturer's and organizational requirements Safely handle and move waste and 	HCS/N9913 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,KU1,KU2,KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10,KU11,KU12,KU13,KU14,KU15,KU16,KU17	<ul style="list-style-type: none"> Instructor Led Training Demonstration Multimedia Group Discussion 	PPTs, Handbook, PPE for chemical work and machining	8 Hr

			<ul style="list-style-type: none"> 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 Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned 				
		Quiz Test	<p>Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)</p>	<p>HCS/N9913 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,KU1,KU2,KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10,KU11,KU12,KU13,KU14,KU15,KU16</p>	<p>Quiz Group Discussion</p>	<p>Quiz sheet with questions and answers, PPE</p>	<p>8 Hr</p>
		First Aid	<ul style="list-style-type: none"> Report hazards and potential risks/ threats to supervisors or other authorized personnel Participate in mock drills/ evacuation procedures organized at the 	<p>HCS/N9913 PC11,PC12,PC13,PC14,KU1,KU2,KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10,KU11,KU12,KU13,KU14,K</p>	<ul style="list-style-type: none"> Instructor Led Training Demonstration 	<p>PPTs, Handbook, PPE, Fire Extinguisher, First-Aid Kit</p>	<p>8 Hr</p>

			<p>workplace</p> <ul style="list-style-type: none"> • Undertake first aid, fire-fighting and emergency response training, if asked to do so • Take action based on instructions in the event of fire, emergencies or accidents • Follow organisation procedures for evacuation when required 	U15,KU16			
		Practical Session 1	Practical on use of Fire Extinguisher on different type of fires	HCS/N9913 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13	<ul style="list-style-type: none"> • Hands on Practical in group 	Fire Extinguisher	8 Hr
		Practical Session 2	Role Play on First Aid and Group Discussion	HCS/N9913 PC12,PC13,PC14,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13	<ul style="list-style-type: none"> • Hands on Practical in group • Group Discussion 	First-Aid Kit	8 Hr
5	Team Work	Working as Team	<ul style="list-style-type: none"> • Be accountable to one's own role in whole process of developing product • Perform all roles with full responsibility 	HCS/N9901 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,PC13,KU1,KU2	<ul style="list-style-type: none"> • Instructor Led Training • Group Discussion Demonstration 	PPTs, Handbook, Video	6 Hr

			<ul style="list-style-type: none"> • Be effective and efficient at workplace • Properly communicate about organization policies • Talk politely with other team members and colleagues • Adjust in different work situations • Give due importance to others' point of view • Avoid conflicting situations • Develop new ideas for work procedures <p>Improve upon the existing techniques to increase process efficiency</p>	2,KU3,KU4,KU5,KU6,KU7,KU8,KU9,KU10,KU11,KU12,KU13,KU14,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13			
		Practical Session	Team game like cricket, football, basketball etc.	HCS/N9901 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,PC13,GS1,GS2,GS3,GS4,GS5,GS6,GS7,GS8,GS9,GS10,GS11,GS12,GS13	Game Play	Instruments as per the game selected	8 Hr
		Practice sessions	6 Practice session under trainer guidance on applique design and stitching		Hands on Practical under guidance of instructor	All used in previous sessions	48 Hr

Total Hours 156

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Applique Artisan	
Job Role	Paper Mache Products Artisan
Qualification Pack	HCS/Q4401
Sector Skill Council	Handicrafts and Carpet
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 each PC.
2	Each NOS will be assessed both for theoretical knowledge and practical
3	The assessment will be based on knowledge bank of questions created by the SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre.
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
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.

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparation of Paper pulp</i>	20	38	-	-
PC1. identify and use suitable PPE like rubber hand gloves as required.	2	3	-	-
PC2. put strips of paper in a suitable container (drum).	2	3	-	-
PC3. add sufficient water to the drum to soak the paper.	2	3	-	-
PC4. allow it to soak for 3-4 days.	2	3	-	-
PC5. remove the soaked paper and transfer it to a stone mortar.	2	3	-	-
PC6. pound the paper with a wooden pestle.	2	4	-	-
PC7. put the pounded material under sun/shade to allow it to dry partially under in an open atmosphere.	2	4	-	-

PC8. prepare separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating.	2	5	-	-
PC9. cool, the atiji so formed.	2	5	-	-
PC10. mix this atiji with a partially dried semi-solid pounded paste of paper. it turns into a natural adhesive called paper pulp.	2	5	-	-
<i>Making of Sakhta</i>	7	35	-	-
PC11. identify and mold the design as required.	1	5	-	-
PC12. put ordinary paper as separator for paper mache shape former. the separator is fixed to the mold with the help of atiji.	1	5	-	-
PC13. keep on putting paper pulp over the separator to develop the object of paper mache as per size.	1	5	-	-
PC14. leave it to dry for 4-5 days.	1	5	-	-
PC15. cut the dried object with a sharp knife or suitable cutter to separate the object where relevant.	1	5	-	-
PC16. join the separated object with fevicol or suitable glue available in the market.	1	5	-	-
PC17. allow it to dry till it joins firmly.	1	5	-	-
NOS Total	27	73	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Comply with health, safety and security requirements at work</i>	28	72	-	-
PC1. comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace.	2	5	-	-
PC2. actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender and PwD awareness organized at the workplace	2	5	-	-

PC3. comply with health and safety related instructions applicable to the workplace	2	5	-	-
PC4. use and maintain personal protective equipment as per protocol	2	5	-	-
PC5. maintain a healthy lifestyle and guard against dependency on intoxicants	2	5	-	-
PC6. follow environment management system related procedures	2	5	-	-
PC7. store materials and tools in line with manufacturers and organisational requirements	2	5	-	-
PC8. safely handle and move waste and debris	2	5	-	-
PC9. minimize health and safety risks to self and others due to own actions	2	5	-	-
PC10. seek clarifications, from supervisors or other authorized personnel in case of perceived risks	2	5	-	-
PC11. carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned	2	5	-	-
PC12. report hazards and potential risks/ threats to supervisors or other authorized personnel	2	5	-	-
PC13. take action based on instructions in the event of fire, emergencies or accidents	2	6	-	-
PC14. follow organisation procedures for evacuation when required	2	6	-	-
NOS Total	28	72	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact with supervisor or superior</i>	14	30	-	-
PC1. comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace	2	5	-	-

PC2. actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
PC3. receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
PC4. understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-
PC5. deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor	3	5	-	-
PC6. report on any grievances, production defects and any potential hazards.	3	5	-	-
<i>Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation</i>	6	10	-	-
PC7. communicate maintenance and repair schedule proactively to the supervisor	3	5	-	-
PC8. interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-
<i>Report and Document</i>	15	25	-	-
PC9. report in time for shortage or need of raw materials	3	5	-	-
PC10. communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team	3	5	-	-
PC11. maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
PC12. put team over individual goals and multi-task or share work where necessary supporting the colleagues.	3	5	-	-
PC13. document all the details accurately relating to ones role as required.	3	5	-	-

NOS Total	35	65	-	-
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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain the work area, tools and machines</i>	26	74	-	-
PC1. carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.	2	4	-	-
PC2. apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices	2	4	-	-
PC3. actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.	2	6	-	-
PC4. handle materials and tools safely and correctly	2	6	-	-
PC5. use materials to minimize waste	2	6	-	-
PC6. maintain a clean and hazard free working area	2	6	-	-
PC7. maintain the tools	2	6	-	-
PC8. carry out maintenance and/or cleaning within one's responsibility	2	6	-	-
PC9. report damaged tools & materials	2	6	-	-
PC10. work in a comfortable position with the correct posture	2	6	-	-
PC11. dispose of waste safely in the designated location	2	6	-	-
PC12. store cleaning equipment safely after use	2	6	-	-
PC13. carry out cleaning according to schedules and limits of responsibility	2	6	-	-
NOS Total	26	74	-	-

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HCS/N4401.Making of Sakhta (Paper pulp)	27	73	-	-	100	30
HCS/N9913.Maintain health, safety and security at workplace	28	72	-	-	100	20
HCS/N9901.Coordinate with colleagues and work as a team	35	65	0	0	100	25
HCS/N9912.Maintain Work Area and Tools	26	74	-	-	100	25
Total	116	284	0	0	400	100

Do



- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, <22> marks are allotted for Theory and &<78>for Skills Practical.





Department of Empowerment of Persons with Disabilities (Dyragjan)
Ministry of Social Justice & Empowerment



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MINISTRY OF SKILL DEVELOPMENT
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Skill Council for Persons with Disability

Skill Council for Persons with Disability

Sector Skill Council Contact Details:

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