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LEATHER
SECTOR
SKILL
COUNCIL

Facilitator Guide



Sector
Leather

Sub-Sector
Finished Leather

Occupation
Finishing (Assistance)

Reference ID: LSS/Q0804, Version 1.0
NSQF Level 2

Helper-Finishing Operations

Published by

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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

Acknowledgements

We thank the following organizations for endorsing the contents of this Facilitator Guide, thus contributing towards skilling based on the Qualification Pack (QP) and National Occupational Standard (NOSs).



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. The symbols used in this book are described below.

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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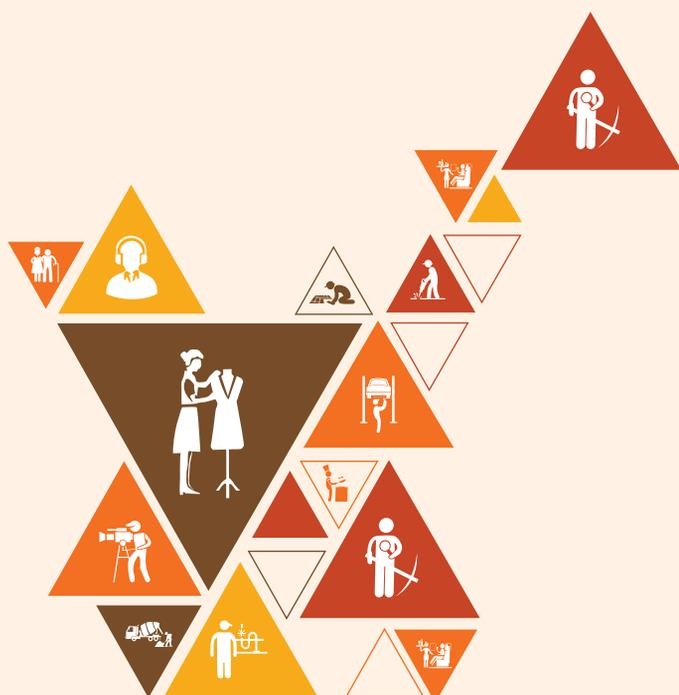
LEATHER
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1. Overview on Leather Industry and Generic Skills

Unit 1.1 - Introduction to Leather Industry and Helper-Finishing Operations

Unit 1.2 - Hazards, Safety and Health

Unit 1.3 - Workplace Skills



Key Learning Outcomes

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

1. Gain in-depth knowledge about Leather industry in India
2. Identify the factory/ section you are working and your role in the section
3. Describe manufacturing leather
4. Explain the hazards associated with the help in finishing operations
5. Comply with SHE guidelines and legal provisions
6. Demonstrate workplace skills
8. Wear and use PPE Properly

UNIT 1.1: Introduction to Leather Industry and Helper-Finishing Operations

Unit Objectives

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

1. Explain the importance of leather industry
2. Describe leather manufacturing process
3. Describe the uses of different types of leather products in India
4. List down different types of leather available
5. List out various finishing operations
6. Describe roles of a Helper-Finishing Operations in leather industry

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate.
- You could ask the participants about any previous knowledge on this topic.
- List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.

1.1.1: Introduction to Leather Industry

Resources to be Used

- Participant Handbook, Chairs, Trainers desk and computer, Student table, Projector, White projector screen, White board, Flip chart display stand, Safety Hazard signs, Newspaper, Stationery and PPE set

Do

- Describe the growth and development of the leather industry in India.
- List the strengths of Indian leather sector.
- Discuss the current scenario and major markets of leather and its product.

Say 

- India accounts for 10% of the world's leather production.
- The revenue of leather industry is more than INR 81000 core.
- Leather industry employs 2.5 million people.
- The major production centres for leather and leather products in India are located in Tamil Nadu ; West Bengal; Maharashtra; Punjab; Karnataka; Andhra Pradesh; Haryana; Delhi; Madhya Pradesh; Kerala .
- European Union accounts for 57% of India's total export of leather and leather products.

Elaborate 

Refer to 1.1.1: Introduction to Leather Industry topic in participant handbook and elaborate on following points mentioned below.

- India is the fifth-largest exporter of leather goods and accessories in the world.
- The Leather Industry holds a prominent place in the Indian economy.
- Strength of Indian leather sector.

1.1.2: Leather

Do 

- Show the different samples of leather to all the participants.
- Make them understand the variation of different leather by touching the samples.
- Ask the participants to identify raw leather and top grain leather from the samples shown.

Say 

Leather is a durable and flexible material created by the tanning of animal rawhide and skin, often cattle hide.

Explain 

Provide details of different leather samples



Fig 1.1.1 Raw Leather



Fig 1.1.2 Top Grain Leather



Fig 1.1.3 Leather Swatches

Notes for Facilitation

- Involve all the participants to participate and have an on job practice.
- Ask them what difference they can see and feel among various samples of leather.
- Conduct a group discussion so that they can exchange their views.

1.1.2.1: Grain Structure

Do

- Show the image of grain structure and explain the different layers to the participants.
- Explain the various types of finished leathers, which are used for making leather products.
- Demonstrate the leather samples with different finishes.

Elaborate

- Elaborate the Grain structure of leather with the help of diagram to the participants.
- Refer to 1.1.2.1: Grain Structure topic in participant handbook and explain the different types of grain finish in leather.

Activity

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

Skill Practice	Time	Resources
Identification of Leather samples	2 hours	Leather samples with different finishes

Notes for Facilitation

- Ask them to get into pairs for identification.
- Ask them to explain how these samples of leather vary from one another.
- Wrap the unit after summarizing the key points and answering questions

1.1.2.2: Characteristics of Leather

Do

- Discuss about the various characteristics.
- Show the images of leather explain its Characteristics. (Buff Hides, Cow Hides, Box Sides, Willow Sides, Cow Dried Milled Uppers, Cow Napa Leathers, Case Sides, Kattai Leathers, Upholstery Leathers).

Activity

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

Skill Practice	Time	Resources
Explain Different Characteristics	1 hour	Leather samples with different Hides, Sides and Leather

Notes for Facilitation

- Ask them to get into pairs for identification.
- Ask them to explain characteristics of leather and how they vary from one another.
- Wrap the unit after summarizing the key points and answering questions.

1.1.2.3: Types of Grain in Leather

Do

- Discuss about the various characteristics.
- Explain different types of Grain in leather – Suede Leather, Split Leather, Full, Corrected and Top Grain Leather. (Refer to the next section for details on types of grain)

Explain

Full-Grain Leather

This is a type of grain in which the hide used in producing the leather is not sanded, snuffed or buffed.



Fig 1.1.4 Full-Grain Leather

Top-Grain Leather

The top grain leather is a good type of leather but its quality is second to that of full-grain leather.



Fig 1.1.5 Top-Grain Leather

Corrected-Grain Leather

Corrected grain leather is a combination of natural leather with artificial grain. In other words, corrected grain leather is made by applying an artificial grain to any leather.



Fig 1.1.6 Corrected-Grain Leather

Split Leather

When the top-grain of an animal hide has been removed, the remaining fibrous part can be used in the production of leather.



Fig 1.1.7 Split Leather

Notes for Facilitation 

Ask participants to explain different types of grain in leather.

1.1.2.4: Leather Properties

Do 

Discuss the various leather properties with the participants.

Explain 

Provide information on the different properties of leather are:

- High tensile strength
- Thermostatic
- Mouldable
- Resistance to tear, flexing, and puncture
- Resistant to dry and wet abrasion – Wear
- Resistant to fire
- Resistant to fungi
- Resistance to chemical attack

Notes for Facilitation

Ask participants to list and explain the different properties of leather.

1.1.3: Leather Products

Ask

Ask participant to list the name of the items they know that are made of leathers.

Do

- Discuss about the various leather products that are produced.
- Show the images of leather products that are manufactured and explain its significance.

Elaborate

- **Display leather products and provide information for each**
- Refer to 1.1.3: Leather Products topic in a participant handbook to explain the usage of each leather products.

1.1.4: Leather Production Process

Do

- Show the image and explain the cycle of the leather production process.
- Discuss and explain the steps involved in preparation, manufacturing and finishing process.

Elaborate

- Refer to 1.1.4: Leather Production Process topic in a participant handbook to provide details on Leather manufacturing process.

The leather production/ manufacturing process starts from prepping the hide (collecting raw hide of the animal), tanning the leather and ends at finishing the leather (When it reaches to end customer in form of leather product).

In the beginning, skins obtained from hunting and livestock breeding could be used for clothing as a protection from the atmospheric elements. The tanning process has undergone many changes from prehistory to today, especially in the twentieth century, when industrialization and new machines have allowed development in the research for specific and less polluting chemicals and new methods of tanning and finishing.

Notes for Facilitation

- Give the participants a brief overview of what is covered in the topic.
- To make sure if they have understood, ask them few questions.
- Encourage shy participants to ask doubts if anything are unclear.

1.1.5: Introduction to Factory/ Section

Do

- Explain them the various departments involved in tannery departments with images.
- Explain all the process involved in each department.
- Point out the importance and advantages of each process.
- Provide the order of the process in the sequential order.

Notes for Facilitation

- You must ask the participants what are the different departments.
- You may ask them to complete the exercise and assignment as per participant handbook.
- Use the flowchart to ensure that manufacturing of finished leather is understood.

1.1.6: Role of a Helper in Finishing Operations

Explain

Use the below content to provide information on the helper's responsibilities which have to be followed in order to achieve a safe and good operation.

- Follow the instructions on the work ticket/ job card
- Follow the instruction from the operator/ supervisor
- Select and identify the tools and materials for the work
- Be ready with all the tools, equipments and raw material before the machine operation
- Help and observe the operator in setting out the machine parameters
- Carry-out supporting operations during the Finishing Process of the Leather manufacturing and also ensure that the work flow and production targets are met
- Help in carrying out Fat-liquoring and Softening operation
- Help in carrying out Coating process

- Help in drying leather by Vacuum drying process
- Assist in Plating, Glazing and Embossing process
- Performing quality checks by visual inspection at the end of each stage
- Maintain the work area, tools and machines
- Handle materials, machinery, equipment and tools safely and correctly
- Follow safe practices and quality procedures at work place
- Follow good housekeeping activities
- Escalate problems to operator/ supervisor when necessary

UNIT 1.2: Hazards, Safety and Health

Unit Objectives

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

1. Identify general hazards at workplace
2. Familiarize him with risk that can lead to accidents
3. Understand the basic safety, health and hygiene measures
4. Use fire extinguisher
5. Wear and use PPE for safety
6. Follow all safety aspects and avoid hazards at workplace

Notes for Facilitation

- Tell the participants how useful this topic will be in the later stages.
- Encourage the participants in every aspect so that they feel comfortable.
- Explain every topic with the help of a picture/learning cards.
- See that every student involves himself/herself during any activity.
- Keep discussion relevant to the Unit's objective.

1.2.1: Hazards

Say

- A hazard is a situation that poses a level of threat to life, health, property, or environment.
- The various hazards are Material Handling Hazards, Mechanical Hazards, Electrical Hazards, Chemical Hazards and Physical Hazards.

Team Activity

- Ask participants about the various hazards that can affect their daily lives.
- Discuss the precautionary measures taken to handle.
- All participants to provide their inputs and thoughts on it.

Elaborate



- Refer to 1.2.1: Hazards topic in participant handbook and explain various other hazards.
- Provide information on the importance of material handling correctly.
- List the broad categories of hazards, that is, Materials Handling Hazards, Mechanical Hazards, Electrical Hazards, Chemical Hazards, Physical Hazards.
- Explain each hazard in details, example, Wet floors or obstructed walkways – slips and trips.
- Allow participants to share their thoughts on precautions needs to be taken.
- Explain precautions of hazard's.

Notes for Facilitation



- You could ask the participants to list out the various hazards and the precautionary measures taken to prevent them.
- Give participants some time to think how these hazards can affect human lives in other ways.
- Ask if they have any other ideas in preventing them.

1.2.2: Safety

Do



- Explain the importance of Personal protective equipment to the participants.
- Demonstrate how to use the safety equipments and explain its significance.

Say



Tell participants how being safe is important and about safety equipments like earplug, respiratory mask, shoe, apron, goggles and gloves can protect them during the job.

Explain

Use the below content to provide information on Personal protective equipment (PPE).

Personal protective equipment (PPE) refers to specialized clothing or equipment worn by employees for protection against health and safety hazards. PPE is designed to protect many parts of the body, i.e., eyes, head, face, hands, feet, and ears.

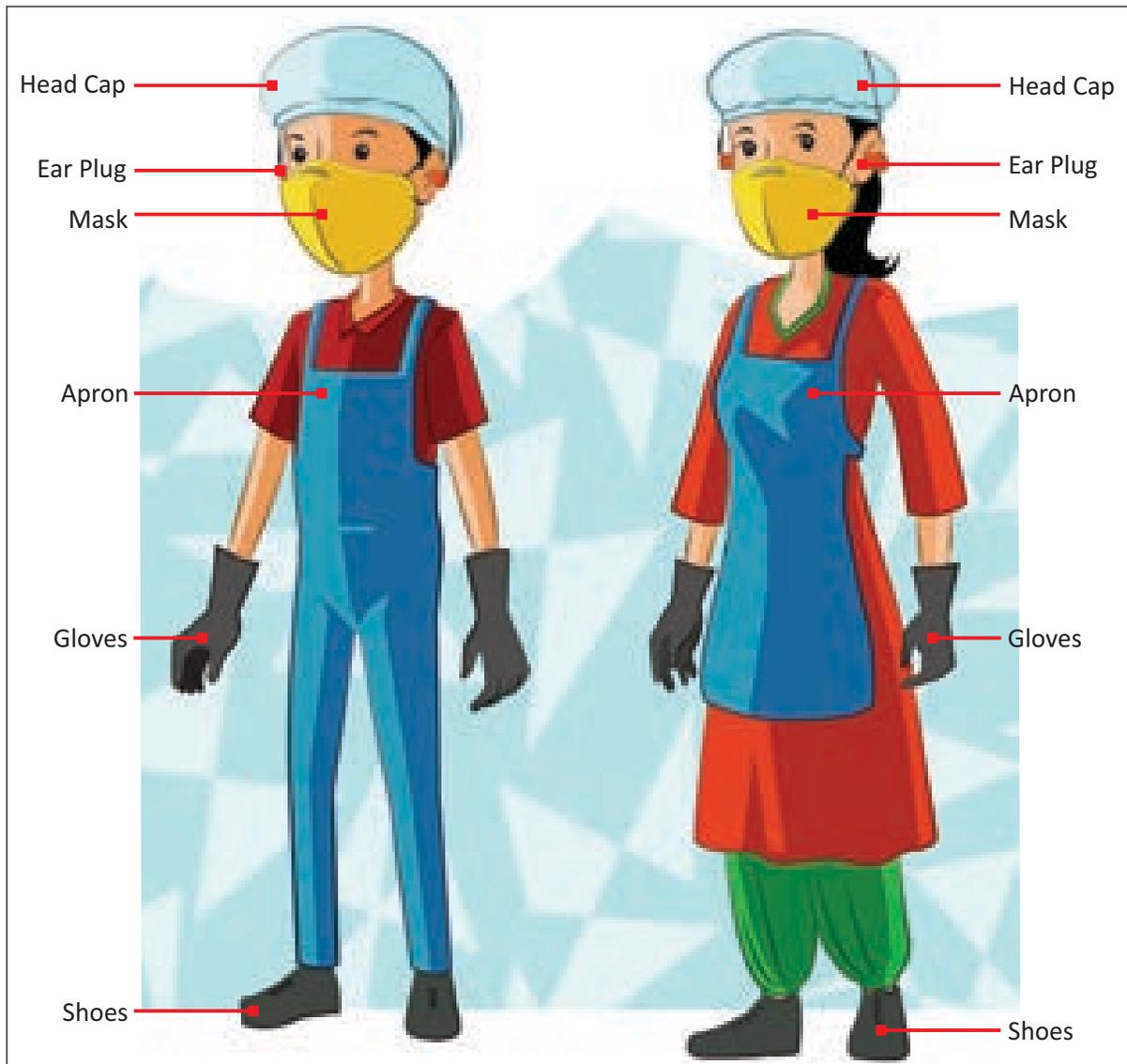


Fig 1.2.1 Personal Protective Equipment

Demonstrate

- Explain participant about the demonstration process.
- Show them the different PPE and explain its significance.
- Show them how to wear/use the PPE.

Activity

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

Skill Practice	Time	Resources
Identification of PPE	1 hour	Earplugs Respiratory mask Shoe Apron Goggles Gloves
Wearing/Usage of PPE		

Notes for Facilitation

- Ask each participant to identify two or three PPE's and explain their usage.
- Ask if they are familiar with all the PPE shown in the pictures/learning cards.
- Complete the unit after summarizing the key points and answering the participant queries.

1.2.3: Fire Extinguisher

Do

- Explain the participants the different types of fire extinguishers and its uses.
- Explain them what do the A B C D ratings mean on fire extinguisher.

Explain

Describe that the Fire extinguisher is a portable device that discharges a jet of water, foam, gas, or other material to extinguish a fire.

Explain the different classes and types of fire extinguishers used as mentioned in table below:

Sl. No	Type of Fire	Pictogram	Intended use	Mnemonic (Memory aid)
1	Class A	 Class A	Wood, Cloth, Paper, trash, Plastics-Solids that are not metal	A for "Ash"
2	Class B	 Class B	Petrol, Fuel	B for "Barrel"
3	Class C	 Class C	Electrical-Energized electrical equipment	C for "Current"
4	Class D	 Class D	Metals-Potassium, Sodium, Aluminum and Magnesium	D for "Dynamite"

Table 1.2.2 Classification of Fire Extinguishers

Activity

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

Skill Practice	Time	Resources
Selecting correct type of fire extinguisher for different class of fire	1 hour	Class A
		Class B
		Class C
		Class D

Notes for Facilitation

- You could ask them to explain what is fire extinguisher.
- Tell them to list different types of fire extinguishers used.
- Ask them to explain various classes of fire and their sources.
- Ask them what is the purpose of each fire extinguisher is.

1.2.3.1: Steps to Use Fire Extinguisher

Do

- Explain the purpose of fire extinguisher to the participants.
- Demonstrate how to use fire extinguisher.

Demonstrate

- Gather all the participants and outline the four steps of using fire extinguisher.
- Demonstrate the process to extinguish fire.

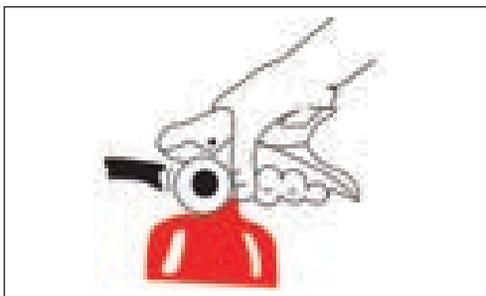
Steps: How to use Fire Extinguisher



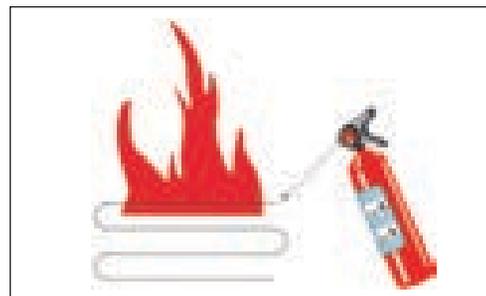
STEP 1: Pull the Pin at the top of the extinguisher



STEP 2: Aim at the base of the fire



STEP 3: Squeeze the lever slowly



STEP 4: Sweep from side to side

Activity

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

Skill Practice	Time	Resources
Use a fire extinguisher correctly	1 hour	Fire Extinguisher, wood, kerosene, news paper and match box

Notes for Facilitation

- Demonstrate again if they still have doubt.
- Call them individually to practice and to get familiarized.
- Make sure that they follow standard procedure to operate the fire extinguisher.

1.2.3.2: Chemistry and Behavior of Fire

Do 

- Explain the participants about the components of fire and their property.
- Discuss as how each component is equally needed to ignite a fire.

1.2.4: Housekeeping

Do 

Educate the participants on 5S of Good housekeeping and also the signification of each 'S'.

Explain 

Use the below content to provide information on 5S.

5S is a Japanese term for a good housekeeping practice.

Each “S” signifies one of the practices as mentioned in the table below.

Japanese 'S'	Translation	English 'S'
Seiri	Organization	Sorting
Seiton	Neatness	Simplifying Access
Seiso	Cleaning	Sweeping
Seitetsu	Standardization	Standardization
Shitsuke	Discipline	Self-Discipline

Table 1.2.3 5S

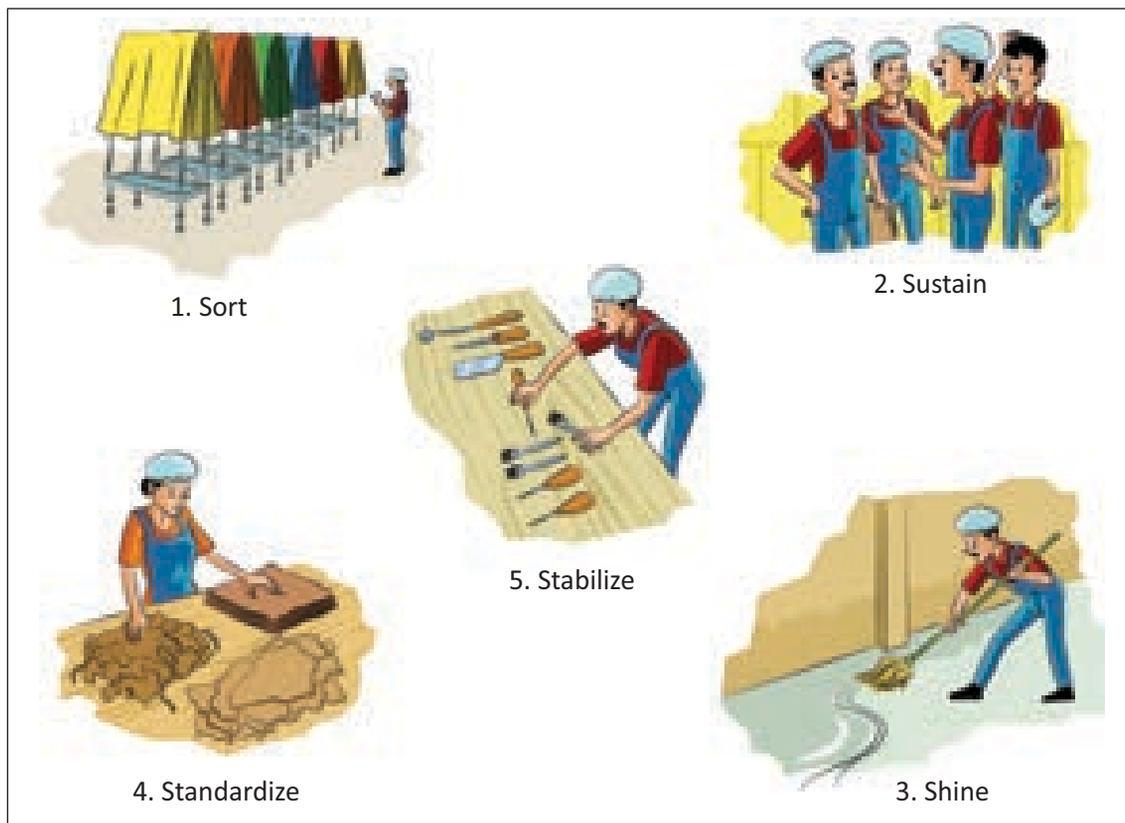


Fig 1.2.4 Illustration for 5S

Notes for Facilitation

- You could ask the participants to remember and summarize the 5S of Good housekeeping.
- Ask them which of 5S they use when cleaning certain things like, Room, Windows, Machines etc.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

1.2.4.1: 5S Benefits

Do

- Explain the benefits of 5S's to the participants.
- Discuss about what each 'S' signifies.

Elaborate

Refer to 1.2.4.1: 5S Benefits topic in participant handbook and explain 5S benefits.

5S's include 1 S (Sorting), 2 S (Simplifying Access), 3 S (Sweeping), 4 S (Standardization), 5 S (Self-Discipline).

Notes for Facilitation

- Ask the participants to explain the benefits of 5S's.
- Ensure that every participant understands 5S's applications.
- Make sure that every participant follow this concept.

UNIT 1.3: Workplace Skills

Unit Objectives

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

1. Describe communication, importance of good reading, writing skills and work ethic
2. Carry-out communication effectively with co-workers in writing as well as orally
3. Read the documents that are necessary to carry-out finishing operations helper's tasks
4. Understand the importance of work ethics and professionalism
5. Describe common communication problems

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

1.3.1: Communication

Resources to be Used

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

Do

- Define communication.
- Explain the components involved in the process of communication to the participants.
- Discuss what communication with a real time example is.

Elaborate

Elaborate the components involved in the process of communication.

Ensure to cover the following parts of communication process in details:



Fig 1.3.1 Parts of communication process

Notes for Facilitation

- You could ask participants to understand the concept of communication and its process.
- Also ask the participants how much communication has changed our daily lives so far.
- Organize a group discussion and tell the participants to communicate among themselves in knowing each other, by this make them to understand how communication helps in our daily lives.

1.3.2: Verbal Communication

Do

- Explain verbal communication and how effectively it should be used.
- Show the participants the various ways of verbal communication with images.
- Often conduct a pick and speak game among the participants, so that they can involve and improve their communication.

Elaborate

- Describe verbal communication and ways to develop the skills, as explained below.

Verbal communication is the process of exchanging the information or message between two or more persons through written or oral words. Individuals working within a business need to effectively use verbal communication that employs readily understood spoken words, as well as ensuring that the enunciation, stress and tone of voice with which the words are expressed is appropriate.



Fig 1.3.2 Face to Face Meeting



Fig 1.3.3 Telephone



Fig 1.3.4 Video Conferencing



Fig 1.3.5 Presentation

Role Play



- Gather the participants and outline them about the activity that will be conducted.
- Divide the participants into four groups; assign each activity to the group.
For example: To perform “oral communication” one will act as operator and the other as team leader.
- Once all the groups complete their task, then circulate the activities among groups.

Activity



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

Skill Practice	Time	Resources
Oral Communication	1 hour	Phone, Computer with Internet and projector
Telephonic communication		
Video communication		
Group communication		

Notes for Facilitation



- You could often organize a verbal communication task amongst the participants and make them participate.
- Motivate them saying verbal communication also helps in improving their language.

1.3.3: Reading and Comprehension Skills

Do

- Explain the participant's on tips to improvise reading skills.
- Discuss in detail on every tips with questions and summaries.

Elaborate

Refer to 1.3.3: Reading and Comprehension Skills topics in participant handbook to provide information on the following:

- Styles of reading
- Active reading
- A tip for speeding up your active reading
- Spotting authors navigation aids
- Words and vocabulary

Activity

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

Skill Practice	Time	Resources
Reading and Grammar	1 hour	Newspaper, Job card, Instruction manual and Cutting machine (to read labels on it)

Notes for Facilitation

- Tell the participants about how reading and comprehension skills influence their job roles.
- Conduct this activity often to improvise their reading skill.

1.3.4: Writing Skills

Do

- Discuss the concept which enhances the writing skills with the participants.
- State with an example where ever necessary to make them understand.

Elaborate

Define writing skills.

Activity

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

Skill Practice	Time	Resources
Writing a passage of their favorite place	1 hour	Pen, Note book, Job card

Notes for Facilitation

- Motivate them by saying writing skill tends to increase their verbal knowledge.
- Identify each and every participant writing skill gap and try to explain them how to fill it effectively.
- Call one by one and ask them to explain each point which has been taught.
- Make sure the doubts are cleared before proceeding to the next topic.

1.3.5: Communication Problems

Do

- Explain how communication problems can impact to any organizations.
- Discuss the symptoms of communication problems inside an organization.
- List out the common communication barriers and explain how it affects to the participants.

Elaborate

Refer to 1.3.5: Communication Problems topic in participant handbook and elaborate on common communication problems, its symptoms and ways to overcome it.

Notes for Facilitation

- Ask participants to explain about communication problem and its barriers.
- Overall summarize the topic covered.



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2. Assist in Finishing Operations in Finished Leather

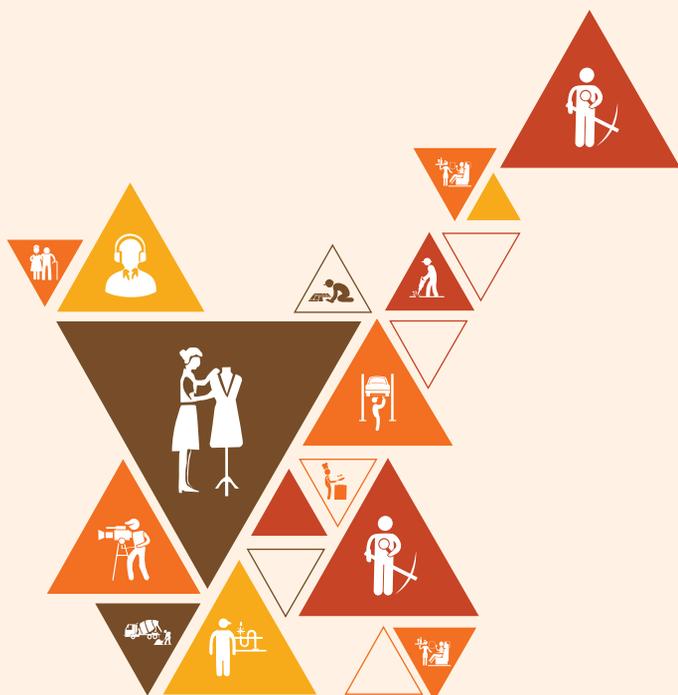
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Unit 2.5 - Provide Assistance in Plating, Glazing and Embossing Processes



LSS/N0812

Key Learning Outcomes

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

1. Use key tools, materials and components used in finishing operations
2. Follow sequence in making a finished leather
3. Prepare for finishing operations in finished leather manufacturing
4. Provide Assistance in fat liquoring and softening
5. Provide Assistance in coating process
6. Provide assistance in vacuum dry process
7. Provide assistance in Plating, Glazing and Embossing processes

UNIT 2.1: Finishing Operations in Finished Leather Manufacturing

Unit Objectives

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

1. Make sure that the work area is free from hazards
2. Obtain and check equipment, protective clothing and other necessary requirements for service ability
3. Assist in processing the material by carrying out mechanical operations
4. Follow the correct sequence of operations
5. Accurately follow the essential information contained in the work ticket
6. Handle and move the material in the most effective manner and in the correct sequence
7. Check that the material is free from fault and fit for processing at the next stage
8. Report any damaged work to the operator/ quality controller
9. Sort and place work to assist with the next stage of production and minimize the risk of damage
10. Ask for help and information from your colleagues, supervisor when necessary, in a polite manner
11. Anticipate and respond to requests for assistance from colleagues willingly and politely

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

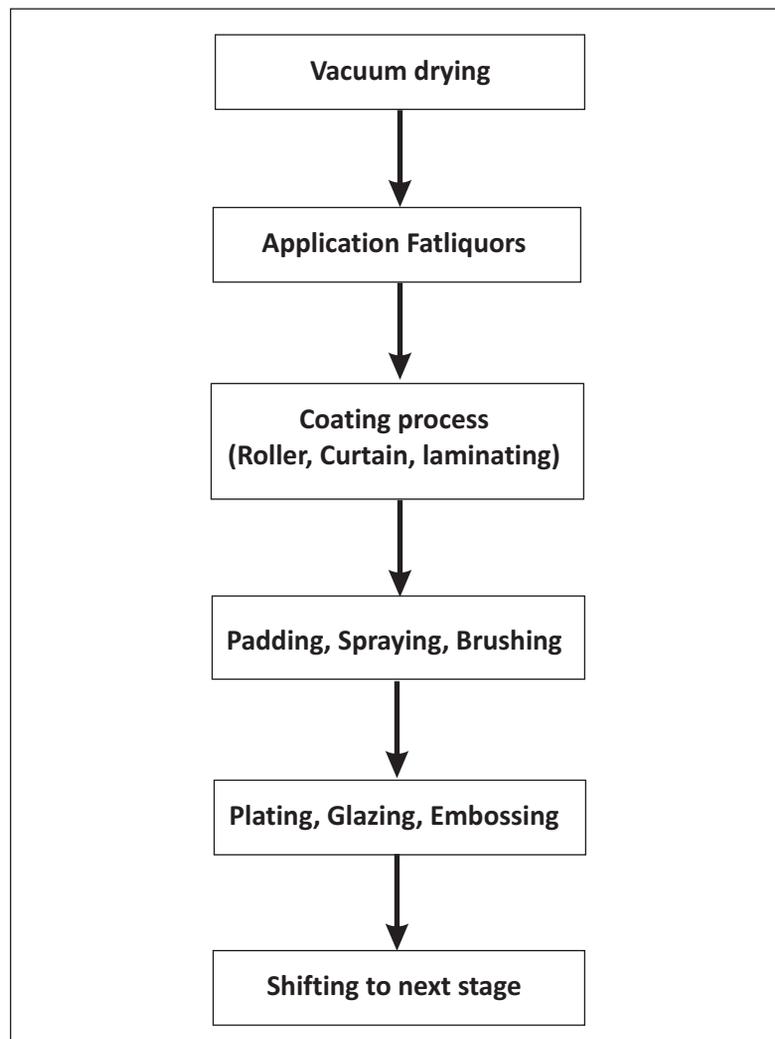
2.1.1: Introduction to Finishing Operations

Say

- The term “finishing” refers to the further processing of the leather after drying.
- The aim is to adapt the leather to suit the fashion demand of the consumer with regard to color, surface effect, etc. by treating it with dyestuff solutions, pigment preparations, top coats and lacquers or by means of mechanical treatment such as plating, embossing, vacuum drying etc.

Do 

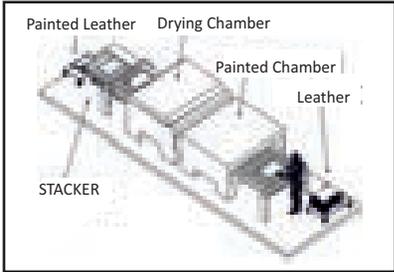
- Provide explanation on the purpose of finishing operation.
- Use flowchart to explain the overview of finishing process.
- Cover the flowchart below to ensure that you cover all the major sub process.

Flow chart of finishing operations after Re-tanning*Flow Chart 2.1.1 Finishing operations after Re-tanning***2.1.2: Supporting Operations for Finishing Leather**Demonstrate 

- Provide details on each action required by an assistant (helper) to complete for supporting operations.
- Ask them to repeat steps verbally after you.
- Write and explain requirement for each steps.

- Ensure to complete the below information.
- Plan field visit and guide participant for it.

SL . NO	Picture	Description
1		Ensure that the work area is free from hazards
2		Obtain and check equipment, protective clothing and other necessary requirements for serviceability
3		Assist in processing the material by carrying out mechanical operations
4		Follow the correct sequence of operations

<p>5</p>	<p style="text-align: center;">Job Card</p> <p>Manufacture unit name: ABC unit Lot No: 10A Type of Hide: Buff Article no: 475 Article type: Shoe Printed Leather Thickness of Hide: 1.2-1.4 mm Quantity: 250 Piece</p> <table border="1" data-bbox="436 699 834 927"> <thead> <tr> <th>Name</th> <th>Model</th> <th>Quantity</th> <th>Color</th> <th>Size</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>Burgandy</td> <td>Sq Ft</td> </tr> <tr> <th>Operation</th> <th>C.No</th> <th>Inspn.</th> <th>Remark</th> <th>Size</th> </tr> <tr> <td>Numbering</td> <td></td> <td>250</td> <td></td> <td>1500</td> </tr> </tbody> </table> <p>helper name: XYZ Operator name: YZ</p>	Name	Model	Quantity	Color	Size				Burgandy	Sq Ft	Operation	C.No	Inspn.	Remark	Size	Numbering		250		1500	<p>Accurately follow the essential information contained in the work ticket</p>
Name	Model	Quantity	Color	Size																		
			Burgandy	Sq Ft																		
Operation	C.No	Inspn.	Remark	Size																		
Numbering		250		1500																		
<p>6</p>		<p>Handle and move the material in the most effective manner and in the correct sequence</p>																				
<p>7</p>		<p>Report any damaged work to the responsible person</p>																				
<p>8</p>		<p>Sort and place work to assist the next stage of production and minimize the risk of damage</p>																				

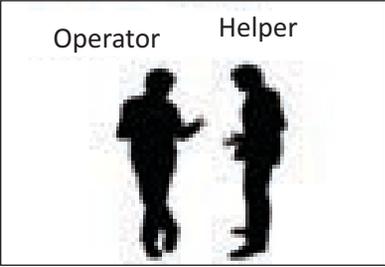
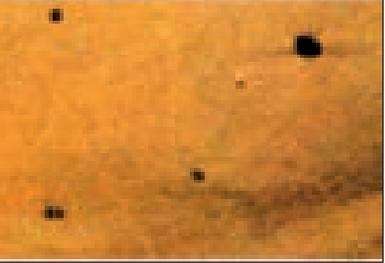
9	 <p>Operator Helper</p>	<p>Ask for help and information from your colleagues, operator when necessary, in a polite manner</p>
10		<p>The helper must dispose of waste materials safely in the waste container and return re-useable materials like leather to the storage area</p>
11		<p>Adhere to legal requirements and organizational procedures and guidelines while undertaking tasks</p>
12		<p>The helper must carry-out visual inspection to ensure the products are free from handling defects.</p>

Table 2.1.2 Supporting Operations for Finishing Leather

Field Visit



Duration: 8 hours

- Prepare participants for the field visit.
- Ensure they are carrying PPE.
- Guide them through the visit.
- Ask them to note the things they observe which can be a hazard.
- Ask them to note the instructions from the job card.
- Ask them to read job card and select the required tools for the operation.
- Observe the area where operations are carried out and how it is organized and prepared.

Activity

- Display the tools and material on the table.
- Label them numbers in sequential order. Hide the name of the parts.
- Ask participants to create the observation sheet as shown below.

Item S.no.	Name of the part	Function

- Assign 5 minutes per part to participants to write the description.
- Discuss in the end of the class the correct answers.
- Conduct with skill practice activity.

Skill Practice	Time	Resources
Identify tools and materials used in finishing operations of finished leather	12 Hours	Vegetable oil based Fat liquor, Synthetic Fat Liquors, Cationic Fat liquors, Fish oil based fat liquor, Sulphated Fat liquors

UNIT 2.2: Provide Assistance in Fat Liquoring and Softening Processes

Unit Objectives

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

1. Assist in application of fats and oils (Fat liquoring process), flexing and rolling the crust leather under pressure for converting into finished form
2. Scrape hide with tool to expel moisture and scum left from tanning; apply grease, oil, soap or other compounds
3. Hand over the crust leather to the machine operator (in case of machine operations) and collect and stack the same once the process is completed
4. Pass the completed crust leather to the next stage of production
5. Clean the work equipments and work area

Notes for Facilitation

- You could ask the participants about the expectations from the course
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

2.2.1: Fat Liquoring and Softening Process

Explain

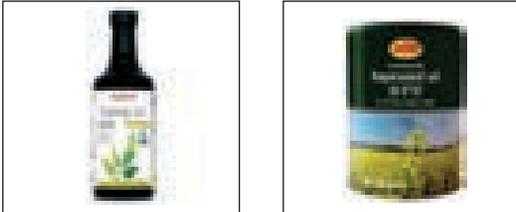
- Provide reason for fat liquoring and softening process.
- Brief on the process of fat liquoring and softening.

2.2.2: Basic Materials for Fat Liquoring

Do

- Show each material.
- Allow everyone to touch and feel the tool and material by circulating them.
- Explain each material and its function/description as per the information below:

1. Vegetable oil based Fat liquors



Vegetable oils like hemp oil, rapeseed oil, castor oil are used as a base for mixing.

2. Synthetic Fat liquors



Anionic synthetic fat liquor based on sulphochlorinated paraffin wax.

3. Cationic Fat liquors



Cationic fatliquor of high light fastness used especially for suede's

<p>4. Fish oil based Fat liquor</p> 	<p>Odourless fish oil based chrome stable fatliquor.</p>
<p>5. Sulphated Fat liquors</p> 	<p>Compounded sulphated fat liquor is mostly used for split suede production to impart soft, tight and pleasant touch to leathers.</p>

Table 2.2.1 Basic Materials for Fat Liquoring

Activity

- Display the tools and material on the table.
- Label them numbers in sequential order. Hide the name of the parts.
- Ask participants to create the observation sheet as shown below.

Item S.no.	Name of the part	Function

- Assign 5 minutes per part to participants to write the description.
- Discuss in the end of the class the correct answers.
- Conduct with skill practice activity.

Skill Practice	Time	Resources
Identify materials used in fat liquoring	7 Hours	Vegetable oil based Fat liquor, Synthetic Fat Liquors, Cationic Fat liquors, Fish oil based fat liquor, Sulphated Fat liquors

Notes for Facilitation

- Reveal the answer at the end.
- Ask participant to provide description of each material.
- Correct and add point wherever necessary.

2.2.3: Steps to Carry-out Fat Liquoring for Crust Leather

Do

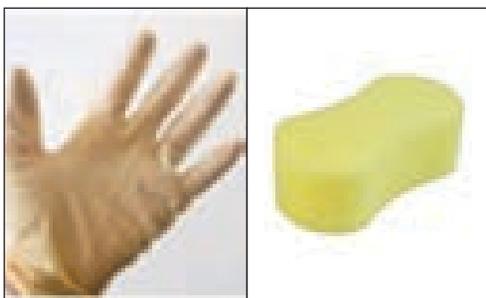
- Write all the steps on the whiteboard.
- Ask participants to repeat each step verbally and make notes.
- Show each steps using PPT.
- Demonstrate each step using material and leather.
- Conduct field visit and skill practice.

Demonstrate

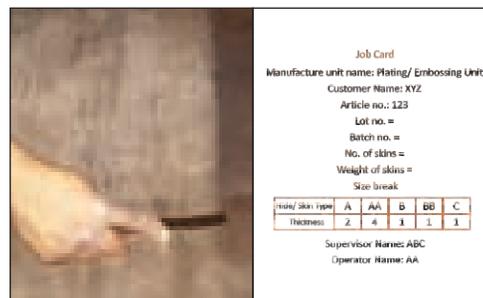
- List the steps and perform each step.

Steps: Fat Liquoring for Crust Leather

- Following are the steps in Fat Liquoring for crust leather.



STEP 1: Collect all the Tools/ Materials/ PPE required like fat liquors/oils, hand gloves, sponges etc.



STEP 2: Clean the crust leather, check for any special instructions in job card like article name, operation name and number of coats.



STEP 3: Ensure that the area is clean and dry



STEP 4: Mix the required Fatliquors and other components in the container and keep it ready before the operation.



STEP 5: Assist the operator in the application of fat liquors by flexing and rolling the crust leather under pressure through roller coating machine



STEP 6: Scrape hide with tool to remove moisture and scum left after softening process



STEP 7: Hand over the crust leather to machine operator and collect and stack the leather after the processing.



STEP 8: Pass the completed crust leather to the next stage of production



STEP 9: Clean the work equipment and work area

Say

The helper must also ensure the following:

1. Work pieces are stacked and arranged according to size, shade and type of components.
2. Work pieces are positioned according to the flow of operation.

Field Visit

Duration: 8 hours

- Prepare participants for the field visit.
- Ensure they are carrying PPE.
- Guide them through the visit.
- Ask them to note the things they observe which can be a hazard.
- Ask them to note the instructions from the job card.
- Ask them to read job card and select the required tools for the Fat Liquoring for crust leather.
- Observe the area where operations are carried out and how it is organized and prepared.

Activity

- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Carry-out Fat Liquoring for crust leather	8 Hours	Vegetable oil based Fat liquor, Synthetic Fat Liquors, Cationic Fat liquors, Fish oil ased fat liquor, Sulphated Fat liquors, Job cards, Sponge, cloth

Notes for Facilitation

- Ask participants to explain about various steps practiced.
- Ask participants to explain about the safety procedures.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing according with standard company SOP.

UNIT 2.3: Provide Assistance in Coating Process

Unit Objectives

At the end of the session, the trainee will be able to:

1. Assist in machine operation processes by positioning the crust leather on bed of machine in the right manner and pull it out of the machine and stack it separately
2. Assist in hand application processes by placing the crust leather over the metal grid and remove the same after the application stacking it
3. Assist in machine application of finishing coats which involves:
 - a) Color mixing and matching
 - b) Mechanical application (roller coating, curtain coating, laminating - film application)
 - c) Applying heat or pressure (embossing, plate, burnishing, polishing, glazing)
 - d) Wool finishing (combing and polishing, clipping)
4. Assist in finishing coats by hand that include:
 - a) Padding
 - b) Spraying (Hand spray/Auto spray)
 - c) Brushing
5. Pass the completed crust leather to the next stage of production
6. Clean the equipments and work area

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

2.3.1: Material, Tools and Equipment

Say

Coating is the process of giving aesthetic looks like color, finish and texture to the leather. The process involves the addition of various binders, additives and organic solvents to the crust leather.

Do 

- Show each tool and material.
- Allow everyone to touch and feel the tool and material by circulating the hand tools and material.
- Explain the name and its function/description of each material and tools listed below.(Use description of each material provided in sub-topic “Coating Material” of 2.3.2 Introduction to coating process in participant handbook).

Materials

- Color dyes
- Pigments
- Binders
- Waxes
- Water

Tools

- Pad
- Brush
- Hand Spray gun

Equipment

- Auto spray machine
- Roller coating machine (Rollers)
- Curtain coating machine (tool)
- Laminating rollers
- Brush
- Crepe rubber
- Sponge

2.3.2: Introduction to Coating Process

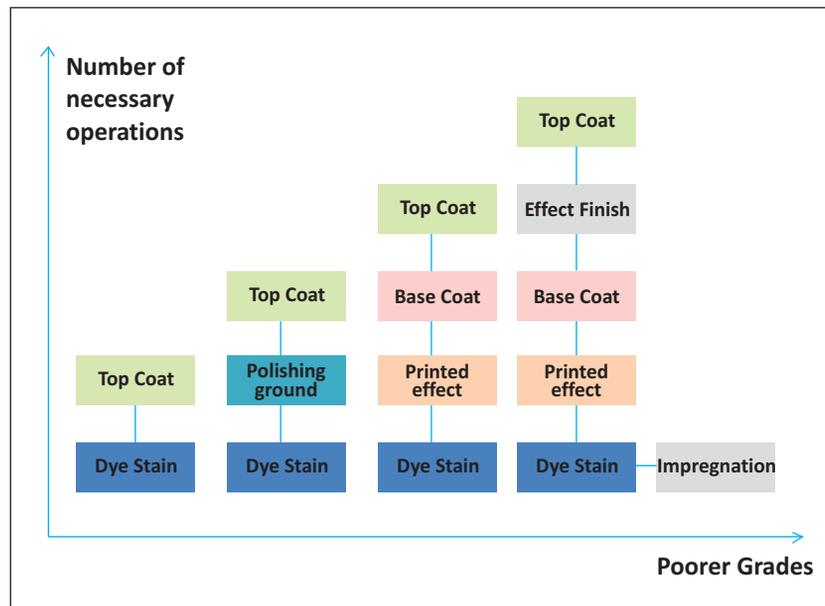
Say 

- The nature and amount of finish applied to the leather depends on the leather itself and its intended market.
- High quality leathers (Aniline leathers) are generally given only base coat and top coat, if they require a finish at all.
- A lower-quality leather whose grain structures are damaged and has to be buffed off partially or completely, are given a multi layer finish.

Explain



- Describe the image shown below. "Image name - Finishing of different- grade leathers".
- Provide sub-process required in coating.
- List the tools and material again.
- Define upgrading, cross linking and patent finishing.
- Describe the purpose and importance of upgrading, cross linking and patent finishing.



Graph 2.3.1 Finishing of different - grade leathers

Do



Show flowchart of finishing operation again and show the next sub- process.

Explain



- Define plating, ironing and embossing.
- Describe the importance and purpose of each process.
- List the equipment required for each process.

Elaborate



- Refer to 2.3.2: Introduction to Coating Process in a participant handbook to provide details on plating, embossing, burnishing, polishing, glazing and wool finishing.
- Use the below information to provide details on plating, embossing, burnishing, polishing, glazing and wool finishing.
- Ask participants to make notes and clear their doubts.
- Emphasis on the sequence of occurrence of these processes.

Team activity

Duration: 7 hours

Activity name: Teach back on wool finishing, coating, padding etc.

Resources: Flip charts, sketch pens, scales, pencil eraser and other stationery items.

Method:

- Assign each topic from this unit to each team.
- Ask them to prepare flipchart on the topic assigned in 30 minutes
- Prepare a speech for 5 minutes and explain the components to everyone.
- Add points, if they miss some important points.

2.3.3: Sequence of Operation in Coating Process

Do

- Explain various safety precautions that are mandatory at workplace.
- Mention procedure in detail.
- Explain standard operating procedures.

Demonstrate

List the steps and perform each step.

Steps: Coating Process



STEP 1: Assist in machine application processes by positioning the crust leather on bed of machine in the right manner



STEP 2: After the process, pull out the finished leather from the machine bed



STEP 3: Then pile up separately



STEP 4: Assist in hand application processes by placing the crust leather over the metal grid and remove the same after the application stacking it.



STEP 5: Assisting in machine application of finishing coats, which includes:
Color mixing and matching



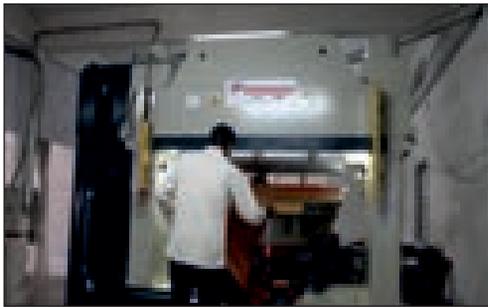
STEP 6: Mechanical application
Roller coating, curtain coating and laminating
Assist to place the crust leather on the feed bed as per the instruction from the operator



STEP 7: Collect and pile up the finished leather after the process



STEP 8: Iron & Plating, embossing, Burnishing, polishing and glazing
Assist in fixing the plates onto the plating machine like flat plate or an embossed plate depending upon the product



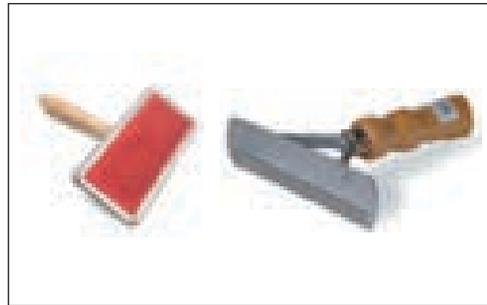
STEP 9: Place the crust leather on the machine bed and wait for the instructions from the operator, if any.



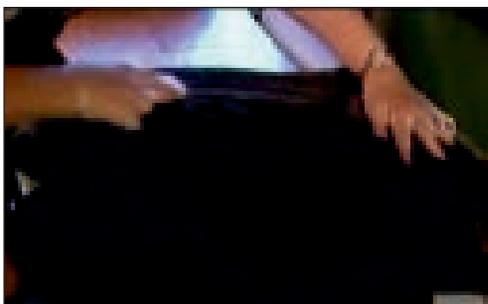
STEP 10: Pile the finished leather after the process.



STEP 11(a): Wool finishing (Combing and polishing, clipping). Help the operator in spreading out the wool hides on the work table.



STEP 11(b): Keep the all the tools like comb, brushes etc. ready for the operation.



STEP 11(c): Assist in carrying out polishing operations.



STEP 11(d): Assist in clipping the hides by tying across all the edges of the leather to the wooden frame.



STEP 12(a): Assist in manual application of coats which includes Padding, Brushing Spraying.

Padding

Mix the dyes, binders and pigments as per the instruction from operator/supervisor.



STEP 12(b): Assist in carrying out padding process.



STEP 12(c): The prepared mixture of season (Binders, Pigments, etc.) is filled into hand spray gun.



STEP 13: Finished leather is dispatched to the next stage of production. For example : Measuring and packing.



STEP 14: Clean the equipments and work area.

Activity

- Display the tools and material on the table.
- Label them numbers in sequential order. Hide the name of the parts.
- Ask participants to create the observation sheet as shown below.

Item S.no.	Name of the part	Function

- Assign 5 minutes per part to participants to write the description.
- Discuss in the end of the class the correct answers.
- Conduct with skill practice activity.

Skill Practice	Time	Resources
Identify materials used in coating	8 hours	Auto spray machine, Roller coating machine (Rollers), Curtain coating machine (tool), Laminating rollers, Hand-spray gun, Wool leather combing Glazing machine, Polishing machine, Burnishing machine, Roller press Embossing machine, Plating machine

Notes for Facilitation

- Reveal the answer at the end.
- Ask participant to provide description of each material.
- Correct and add point wherever necessary.

Field Visit

Duration: 8 hours

- Prepare participants for the field visit.
- Ensure they are carrying PPE.
- Guide them through the visit.
- Ask them to note the things they observe which can be a hazard.
- Ask them to note the instructions from the job card.

- Ask them to read job card and select the required tools for the operation.
- Observe the area where operations are carried out and how it is organized and prepared.

Activity

- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Provide assistance in coating process	8 hours	Job card, Color dyes, Pigments, Binders, Waxes Pad, Brush, Sponge, Gloves, Creep rubber, Hand-spray gun, Wool leather combing Glazing machine, Polishing machine, Burnishing machine, Roller press Embossing machine, Plating machine, Leather materials.

Notes for Facilitation

- Ask participants to explain about various steps practiced.
- Ask participants to explain about the safety procedures.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing as per company's SOP.

UNIT 2.4: Provide Assistance in Vacuum Dry Process

Unit Objectives

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

1. Understand complete process of Vacuum drying
2. Assist in spreading out leather, grain down on a smooth surface to which heat is applied
3. Help the operator placing vacuum hood over the surface, to apply vacuum in drying the leather
4. Clean the equipment and work area

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

2.4.1 Introduction to Vacuum Dry Process

Say

After the hides get dyed in drums with water and dyes and re-tanning process to reach the required color and feel, the leather is dried in Vacuum drier.

Explain

- Describe the Vacuum dry process.
- List the importance and purpose of this process.



Fig 2.4.1 Vacuum Dry Process

2.4.2: Sequence of Operation in Vacuum Dry Process.

Do

- Explain various safety precautions that is mandatory at workplace.
- Mention procedure in detail.
- Explain standard operating procedures.

Demonstrate

List the steps and perform each step.

Steps: Vacuum Dry Process



STEP 1: Assist in spreading out the hides/skins on the machine bed and then and remove the wrinkles (Slickering) to even the surface



STEP 2: Help operator placing a vacuum hood over the surface, to apply vacuum in drying the hides/skins at required temperature, pressure and duration.



STEP 3: Pile up the vacuum dried leather after the process



STEP 4: Clean the work area and the equipment

Activity

- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Provide Assistance in vacuum drying	7 Hours	Hides/skins that needs to be dried. Drying machine, cloth and cleansing agent

Notes for Facilitation

- Ask participants to explain about various steps practiced.
- Ask participants to explain about the safety procedures.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing as per company's SOP.

UNIT 2.5: Provide Assistance in Plating, Glazing and Embossing Processes

Unit Objectives

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

1. Make sure the work area is free from hazards
2. Obtain, check and confirm the data on the work ticket or job card
3. Segregate the batches for Plating, Glazing and Embossing operations
4. Understand the sequence of process and role of a helper in each operation
5. Familiarize with the purpose of Plating, Glazing and embossing operation

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

2.5.1: Introduction to Plating, Glazing and Embossing Operations

Do

Show flowchart of finishing operation again and show the next sub- process.

Elaborate

Refer to 2.5.1: Introduction to Plating, Glazing and Embossing Operations topic in a participant handbook to describe plating, embossing, and glazing and need of these steps.

2.5.2: Tools, Equipment and Materials

Do

- Show each tool and material.
- Allow everyone to touch and feel the tool and material by circulating the hand tools and material.
- Explain the name and its function/description as per the information below:

Tools/ Equipment	Description
Spanner Set 	Wrench/ spanner is double ended, with a different sized opening at each end. It is used to change the plates in plating and embossing machines.
Scissors 	It is used to trim off the unwanted edges of the leather
Heat resistant hand gloves 	These gloves are essential for the operator and helper to hold/ change or handling with the heated plates and rollers.

Table 2.5.1 Tools, Equipment and Materials

2.5.3: Sequence of Operation in Assisting for Plating, Glazing and Embossing Processes

Do

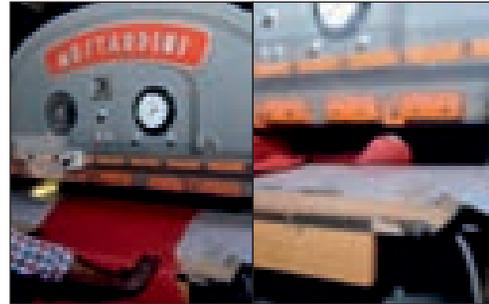
- Explain various safety precautions that is mandatory at workplace.
- Mention procedure in detail.
- Explain standard operating procedures.

Demonstrate

List the steps and perform each step.

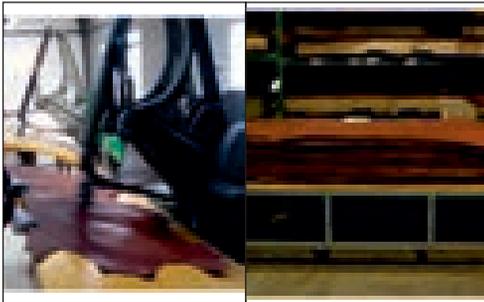
Steps: Glazing and Embossing Process

Job Card					
Manufacture unit name: Plating/ Embossing Unit					
Customer Name: XYZ					
Article no.: 123					
Lot no. =					
Batch no. =					
No. of skins =					
Weight of skins =					
Size break					
Hide/ Skin Type	A	AA	B	BB	C
Thickness	2	4	1	1	1
Operator Name: ABC					
Supervisor Name: AA					



STEP 1: Read and understand the process operation like article name, type, etc.

STEP 2: Place the crust leather on the machine bed.
Ensure the leather is placed properly



STEP 3: Pull the crust leather from the machine bed after the operation.
Stack (pile-up) the crust leather neatly on the other side



STEP 4: Clean the machine and work area after completion of work

Activity

- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Provide Assistance in plating, embossing and glazing	8 Hours	Dyed leather, Plat, brush, sponge, heat resistant gloves, plating machine, glazing machine, embossing machine.

Notes for Facilitation



- Ask participants to explain about various steps practiced.
- Ask participants to explain about the safety procedures.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing as per company's SOP.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Sk II India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



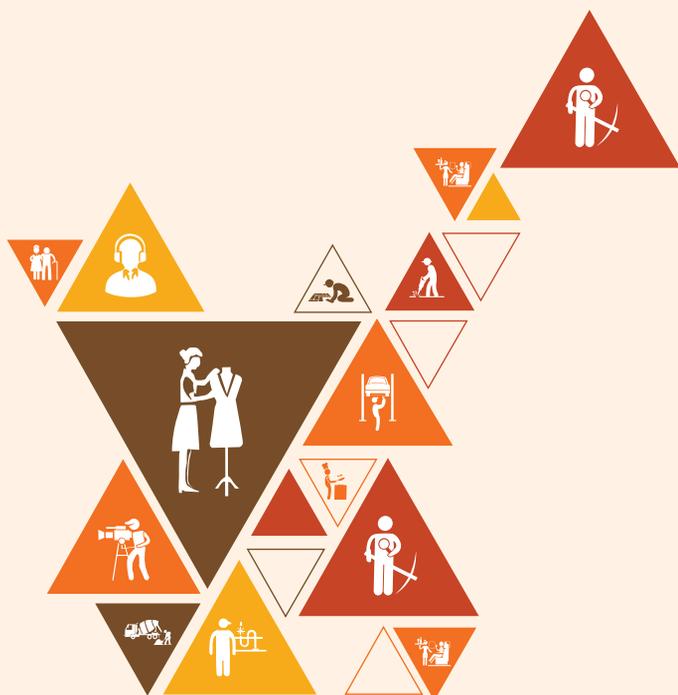
LEATHER
SECTOR
SKILL
COUNCIL

3. Support to Achieving Product Quality in Finishing Operations

Unit 3.1 - Achieving Product Quality in Finishing Operations

Unit 3.2 - Reporting and Documentation

Unit 3.3 - Sorting and Placing



LSS/N0813

Key Learning Outcomes

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

2. Identify different types of finished leather
3. Assist in achieve quality parameters in finishing operations
4. Identifying quality issues in finished leather like surface irregularities, texture mismatch, specification mismatch and surface defects
5. Check for the quality, recognize and isolate deviations from normal
6. Leave work area safe and secure when work is complete for next process

UNIT 3.1: Achieving Product Quality in Finishing Operations

Unit Objectives

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

1. Check and confirm instructions given, assess if materials received are fit for specified finishing operation
2. Conduct all necessary settings and preparation for finishing operation in accordance with specifications and workplace standard procedures to meet the quality standards
3. Check quality visually on a continuous basis to ensure standard is maintained
4. Ensure the machine coating operations meets procedural specifications with regard to temperature, time and pressure
5. Maintain the continuity of production with minimum interruptions and downtime
6. Maintain the required productivity and quality levels

3.1.1: Introduction to Quality and Standards

Ask

- What is quality?
- Why it is important?

Do

- Explain what is quality control and standards in simple language.
- Explain some of the defects that does not qualify to meet quality standards.

Elaborate

List the parameters of quality and use the below information to explain each parameter in details.

Parameters of quality

Quality is an important factor which customer looks for in a product to give total satisfaction. Some of the important parameters of quality are:

- **Performance:** Must satisfy a customer under normal working conditions by virtue of its ability to achieve the desired results or service.
- **Features:** Product must be able to offer or give the expected performance easily and comfortably under normal operating conditions.

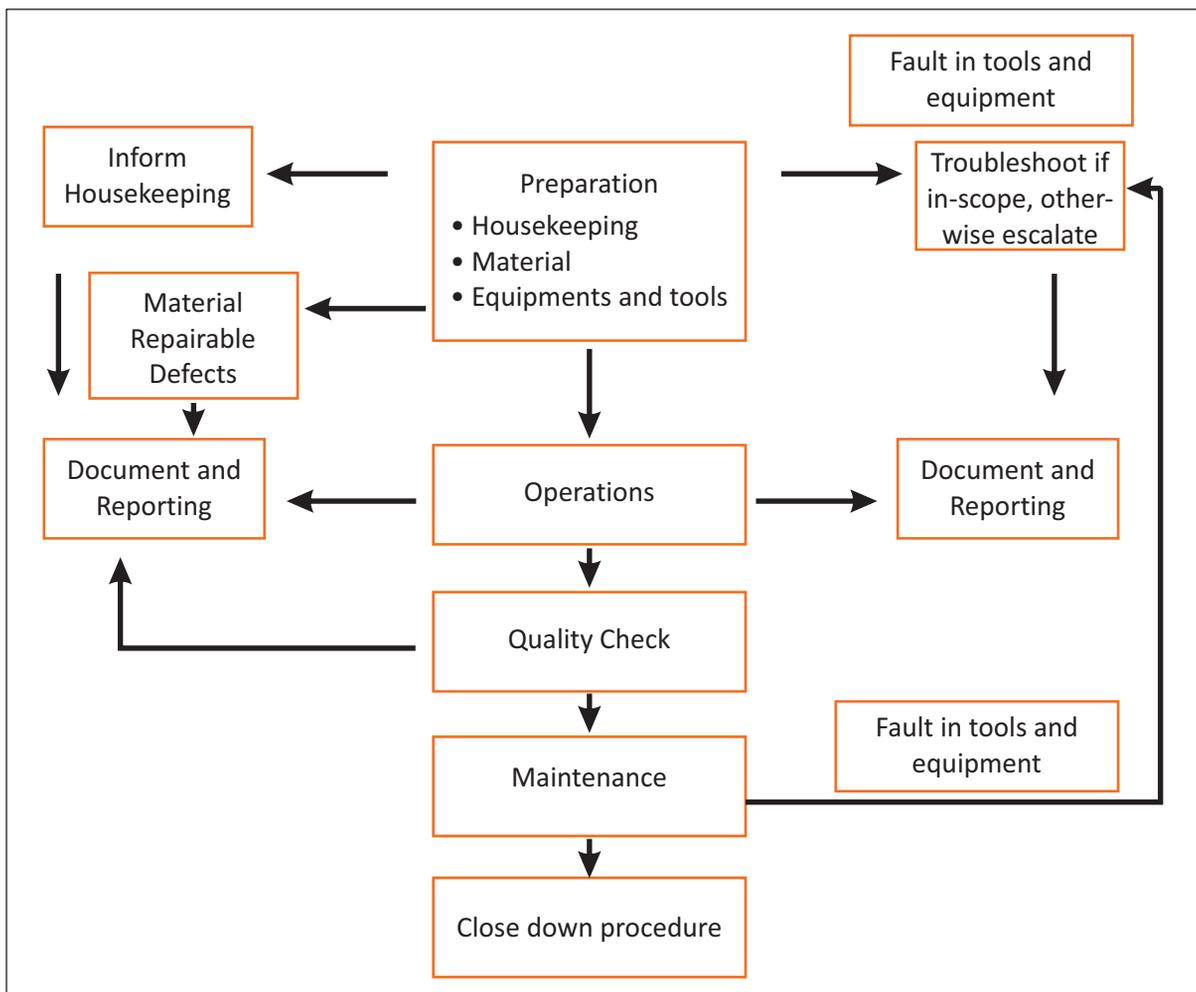
- **Reliability:** Reliability ensures optimum performance of product without frequent failures and without any constant attention, adjustment or maintenance.
- **Conformance:** Ensures the dimension of quality adherence of a product to the stipulated specification or performance.
- **Durability:** Durability ensures the lifespan of the product over which it is enabled to offer the optimum performance.
- **Serviceability:** Offers an uninterrupted performance of the product by way of prompt and competent service.
- **Aesthetics:** Contributes to the customers' satisfaction.
- **Perceived quality:** Involves the image, advertisements, brand names etc, which influence expectations and confidence of the customer to go for a particular product.

Explain



- Describe the flow chart below:

Following correct process flow will ensure the quality and productivity



Flow Chart 3.1.1 Quality and Productivity

3.1.2: Common Problems

Demonstrate

- Show each defect and show how to identify the defect.

Defects occurring during leather finishing processing.

Following are the defects that may occur at the time of processing

1. Dye patches- lack of uniformity.
2. Poor break of grain – wrinkles formed when the leather is bent grain to grain.
3. Finish break- Formation of crease pattern due the bend of leather grain to grain.
4. Poor “Wet rub” or poor water resistance– loss of color when the finish is rubbed with the wet cloth.
5. Poor abrasion resistance.
6. Poor flexibility and elasticity.
7. Poor light fastness.

3.1.3: Defects in Finishing Operations

Demonstrate

- Show each defect and show how to identify the defect.

Some of the commonly found defects in finishing operations are explained in the table below:

Operations	Defects	Cause	Remedy
Finishing operations and coating operations	Sedimentation	Pigment finishes, lacquer emulsions, mixing of different pigments of different specific weight.	The mixtures has to be stirred thoroughly in containers
	Formation of creases	Uneven feeding of thin leathers in the rollers	Careful feeding of the leather without any folds
	Curtain shadow	Placing leather unevenly on the conveyor.	Smooth the leather by preliminary ironing.
	Crumbling	Intensive rubbing or beating effect.	Use polymer dispersions as finishing floats
	Spraying coats too dry	Covering operation and fastness properties are impaired	Thick spraying coat, reduce spraying pressure
	Spray specks (dots)	Spraying pressure is too high	Adjust the pressure as required.

Fat liquoring and softening process	Excess oil spray/swab	Poor adhesion of the finished coat due to over greasy	Apply only the required quantity of oil
	Less oil	Leather becomes too dry and hard	Apply only the required quantity of oil
	Resin spew	Formation of sticky resin type round drops	Wiping the surface of the leather with a cloth soaked in mineral oil
	Smell /pungent smell	Oxidation and chemical decomposition	Avoid using fish oils or vegetable oil having high iodine value.
Vacuum drying process	Difference in the color of plate and vacuum side of the leather	Migration of the dyes due to the use of poorly fixed dyes	Use dyes with better fastness properties and ensure adequate fixation of the dyes at the end of dyeing process
	Folds	Due to uneven spreading of the hide on the machine bed	Slickering process has to be done properly

Table 3.1.2 Defects, Causes and Remedy in Finishing Operations

Activity



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

Skill Practice	Time	Resources
Prepare a chart on various defects	8 hours	Stationery items, chart

Notes for Facilitation



- Ask participants what are the various defects.
- Conduct a group discussion assessing the defects.
- Make sure every participant is on the same page and participating.
- Ensure every participant can understand what are various defects.
- Take the participant through Quality Inspection Report.

Activity

- 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
Carry-out quality check	8 hours	Defective leather

Notes for Facilitation

- Ask participants what are the various defects using defective leathers.
- Conduct a group discussion assessing the defects.
- Make sure every participant is on the same page and participating.
- Ensure every participant can understand what are various defects.
- Take the participant through Quality Inspection Report.
- Ask the participants about different quality testing equipment's and its uses.
- Ask the participants about the importance of maintain records.
- Explain clearly about the effects of non-compliance.

3.1.4: Contribute to Achieve Product and Quality in Finishing Process

Say

After studying the various defects, cause and remedies in finishing process, the helper has to ensure product quality by following the steps given below;

1. Carry-out lubrication of the leather as per the specification after the fat liquoring process.
2. Assist in ensuring that the color mixing and matching is achieved as per the specification.
3. Coatings to be applied are correctly selected or obtained and given to operator.
4. Close the spray booth to minimize emission into the working environment and that the finish has been applied as per the specification..
5. Assist in doing small corrections in color and adjustments for the desired end tones.
6. Ensure that the leather is smooth and glossy after the plating process.

7. Ensure that the desired pattern is achieved after embossing.
8. Assist in ensuring that the each single leather side is measured at the end of production process.
9. Assist in using the bally penetrometer or a maser tester for assessing water permeability/water absorption.
10. Assist in assessing the leather thickness, color tone, feel and faultiness in each side.
11. Ensure that the leather are bound together in bundles, piled on pallets and shrink wrapped.
12. Carry-out quality checks at agreed intervals and in the approved way.
13. Recognize, isolate and report any deviations from normal.
14. Identify process problems that affects product quality and report them promptly to appropriate people.
15. Maintain the continuity of production with minimum interruptions and down time.
16. Identify faults and irregularities in equipments and machinery and take action within the limits of your responsibility.
17. Follow reporting procedures.
18. Provide necessary inputs to maintain records and documentation.

Activity

- 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
Prepare a quality inspection report	7 hours	Report, chart

Notes for Facilitation

- Ask participants what are the various defects.
- Conduct a group discussion assessing the defects.
- Make sure every participant is on the same page and participating.
- Ensure every participant can understand what are various defects.
- Ask the participants about the importance of maintain inspection.

3.1.5: Problems Identification and Rectification

Ask



What will you do if heavy object is falling ?

Do



- Write participants response ?
- Explain the solution appropriately.

Write down the problems.

- Problem 1: Heavy falling object
- Problem 2: Collision with moving objects
- Problem 3: Improper lighting
- Problem 4: Trapping by/ between Objects

Team Activity



Duration: 5 hours

- Divide the class into four teams.
- Assign each problem to them.
- Ask them to brainstorm and list the possible solution to tackle the problems.
- Bring out the best suggestion and write it on the board.

Elaborate



Provide explanation on solution of each problem.

UNIT 3.2: Reporting and Documentation

Unit Objectives

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

1. Identify causes of faults and take action to rectify the same to maintain product quality
2. Follow reporting procedures where the cause of faults cannot be identified
3. Report appropriately about defective in equipment and machine which affect work
4. Report any damaged work to the responsible person
5. Comply with written instructions
6. Provide inputs to complete forms, records and other documentation

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

3.2.1: Reporting and Documentation

Say

- Timely reporting is extremely important to ensure that the corrective actions are initiated to ensure that quality in safe manner ensure the desired rate of production.
- Daily work plan should be studied in detail and any concerns should be immediately shared with the supervisor.

Explain

Use the below content to explain why record should be maintained properly and should be shared with others only as per the instructions of the operator/supervisor.

The records are very important for the following reasons:

1. For procurement of quality materials by avoiding the sources which supplied the ingredients.
2. For rectification of the machines and accessories which when are in operation when the defects have occurred.

3. For retraining the operators who were operating the machine when the defects occurred.
 4. To change the SOP to avoid re-occurrence of the same defects.
 5. To plan for adaptation of new processes and plan the equipment.
- The above are very important for the profitability of the company and reputation of the company.

Notes for Facilitation

- Make sure if all the participants have understood the topic.
- Give some time for them to recall all the points taught in the class.
- Ask each of them to explain two points at least.

3.2.2: Corrective Action and Reporting

Say

Any problem encountered should be recorded in the log/ register book, indicating clearly date, time, and batch number.

Explain

Use the below content to describe why any problem encountered should be recorded in the log/ register book, indicating clearly date, time, and batch number.

Besides the concerned batch should be segregated and kept in “HOLD area” with a clear red label mentioning batch number and small note on the incident. The purpose of this segregation and clear identification of the problem batch is to alert the shop supervisor and higher ups to take cognizance of the problem and initiate corrective action at the earliest. Similarly with regards to hazards (oil spillage, defective tools, unsafe functioning of the machines etc.,) should be reported in the machine log, the machine should be stopped immediately and the operator and the concerned maintenance personal should be informed in writing. A clearly visible placard may be posted on the machine or work area indicating the hazard. It is very important to follow the procedure of recording a hazardous incident as well as communicating to the concerned personal for immediate attention to resolve the same as well as for future reference.

Non-compliance of the above can affect employee health or result in accidents such as slippage in the oily floor and also chances of repetition in the future.

Notes for Facilitation

- Make sure if all the participants have understood the topic.
- Give some time for them to recall all the points taught in the class.
- Ask each of them to explain two points at least.

3.2.3: Types of Documentation

Do

- List the documents required to complete the quality inspection.
 - Quantity of leather consumed
 - Quantity of output in numbers
 - Quantity of wastage
 - Reject quantity
 - Quantity of non-conforming input and output
 - Machine down time in hours etc.

Role Play

Duration: 5 hours

- Ask each participant to write scenarios which may lead to corrective action and reporting.
- Provide feedback and ask them to prepare for a role play in which they would have to inform the incident to the supervisor.
- Each participant must prepare a document on the same.

UNIT 3.3: Sorting and Placing

Unit Objectives

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

1. Stack and pass finished leather after every process for next process
2. Carry-out closedown procedures on completion of work
3. Leave work area safe and secure when work is complete

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Give the participants a brief overview of what will be covered in the program.
- Encourage the participants in every aspect so that they feel comfortable.
- Make sure on job practice is achieved by all the participants if demonstration exists.
- Keep motivating the participants which creates the urge for learning.

3.3.1: Sorting and Placing of Leather

Explain

- Define sorting
- Describe the advantages of sorting and placing
- Provide steps in 5's.

3.3.2: Procedure to Control Sorting

Say

- At the tannery, workers carry out sorting of wet blue, wet white, crust or finished hides to avoid discrepancies between them.
- To perform this operation worker should be well qualified.
- To carry out this work, the operator separates 50 hides. Each hide is represented by a number on the flesh side from #1 to #50.
- The sorter evaluates the number of hides according to criteria which varies from wet blue, to crust or finished leather and also depending on final article and by knowing the information on selection or grade assigned.

- After completion of the sorter operation, he delivers the form to operator and next sorter repeats the operation in the same way.
- In the next stage, operator calculates percentage of hides for each grade according to the opinion of each sorter then compares the result of both sorters and calculates the percentage difference between them.
- If the obtained differences in all selections or grades are equal or less than 10% it is considered that sorters have to choose same selection criteria.
- If the difference between both sorters exceeds 10% they repeat the exercises.
- As there is no measurement instrument or device to check grade assigned by the sorter is correct or not supervisor decision is considered as standard.
- To complete this operation three sorters were assigned with the job and each one has to repeat the operation three times.

3.3.3: Sorting and Placing of Work Area

Say



Sorting eliminates the waste material (raw materials and chemicals), non-conforming products and damaged tools. It helps to maintain the clean workplace and improves the efficiency of searching and receiving things, shortens the time of running the operation.

Explain



Use the below content to explain the significance of the sorting and placing.

Sorting – seiri

- Sorting refers to the first 'S' i.e. seiri in 5S concept. Sorting is
- Eliminating all unnecessary tools and materials.
- Going through all tools, materials and so forth in the work area.
- Prioritizing things as per requirements and keeping them in easily accessible places.

Placing-seiton

Placing refers to 'seiton' and it involves:

- Arrange the work, workers, equipment, parts, and instructions in such a way that the work flows free of waste.
- It ensures an orderly flow of materials and operations throughout resulting in efficient and increased productivity.

Notes



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GOVERNMENT OF INDIA
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& ENTREPRENEURSHIP



N S · D · C
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Skill Development
Corporation

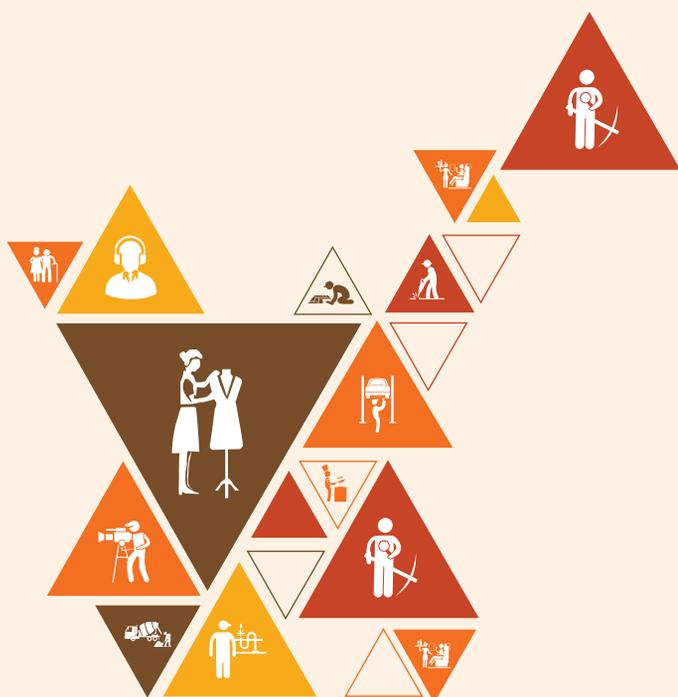
Transforming the skill landscape



LEATHER
SECTOR
SKILL
COUNCIL

4. Maintain the Work Area, Tools and Machines

Unit 4.1 - Maintain the Work Area, Tools and Machines



LSS/N8501

Key Learning Outcomes

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

1. Perform Housekeeping
2. Maintain workplace, tools and equipment
3. Identify the material requirements for cleaning the areas inspected by considering risk, time, efficiency and type of stain
4. Ensure that the cleaning equipment are in proper working condition
5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces
6. Display the appropriate signage for the work being conducted

UNIT 4.1: Maintain the Work Area, Tools and Machines

Unit Objectives

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

1. Handle materials, machinery, equipment and tools safely and correctly
2. Use correct lifting and handling procedures
3. Use materials with minimum wastage and dispose of waste safely in the designated location
4. Prepare, organize work and deal with work interruptions
5. Maintain a clean and hazard free working area
6. Maintain tools and equipment
7. Carry out running maintenance within agreed schedules
8. Report unsafe equipment and other dangerous occurrences to supervisor
9. Carry out maintenance and/or cleaning out of responsibility
10. Ensure that the correct machine guards are in place
11. Work in a comfortable position with the correct posture
12. Use cleaning equipment and methods appropriate for the work to be carried out
13. Carry out cleaning according to schedules and limits of responsibility and store cleaning equipment safely after use
14. Complete and store accurate records and documentation

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate.
- You could ask the participants about any previous knowledge on this topic.
- List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.

4.1.1: Maintain Workplace and Housekeeping

Explain



Name 5S is the acronym of five Japanese words of the following meanings: They are

Japanese 'S'	Translation	English 'S'
Seiri	Organization	Sorting
Seiton	Neatness	Simplifying Access
Seiso	Cleaning	Sweeping
Seitetsu	Standardization	Standardization
Shitsuke	Discipline	Self-Discipline

Table 4.1.1 5S

Do



- Write the 5S on flipchart/ board along with their translations.
- Explain each rule in detail by providing examples.

Explain



- Write the 5S on flipchart/ board along with their translations.
- Explain each rule in detail by providing examples. (Refer to 4.1.1: Maintain Workplace and Housekeeping in a participant handbook)

Activity



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

Skill Practice	Time	Resources
Prepare a chart on 5s system for the classroom	5 hours	Stationery items, chart

Notes for Facilitation

- You could ask the participants if they understood the 5S process.
- Ask them question on how 5S will bring in the change and its benefits.
- Ensure all the students are involved in the discussion.

4.1.2: Maintaining Tools and Machines

Ask

- Ask students about the tools and equipment they used so far.
- Ask student about safety measures they need to take while using tools and equipment.

Elaborate

Provide details on safety measures on the various machines as listed below.

Screwdrivers

Screwdrivers are used to drive screws. The two most commonly used types of screws are slotted and Phillips head. Slotted screws are driven with standard screwdriver which is fitted with screwdriver-blade to fit screw slots closely to avoid slipping and screw-head damage. Phillips head screws are driven by Phillips screwdrivers. Phillips screwdrivers are made in several numbered sizes.



Fig 4.1.2 Types of Screwdrivers

Wrenches

The most commonly used wrenches for various repairs and maintenance works are open-end wrenches, box-end wrenches and adjustable open-end wrenches. Open-end wrenches are made of chrome vanadium steel and are machined to accurate tolerances for a proper fit. They are used to tighten or

loose bolts and nuts. Box-end wrenches surround a nut or bolt and apply pressure to all its corners. They are less likely to ruin a fastener than an open-end wrench, which bears on only two corners. Adjustable open-end wrench is a general-purpose tool and it will fit nuts and bolts up to the maximum opening of its jaws.

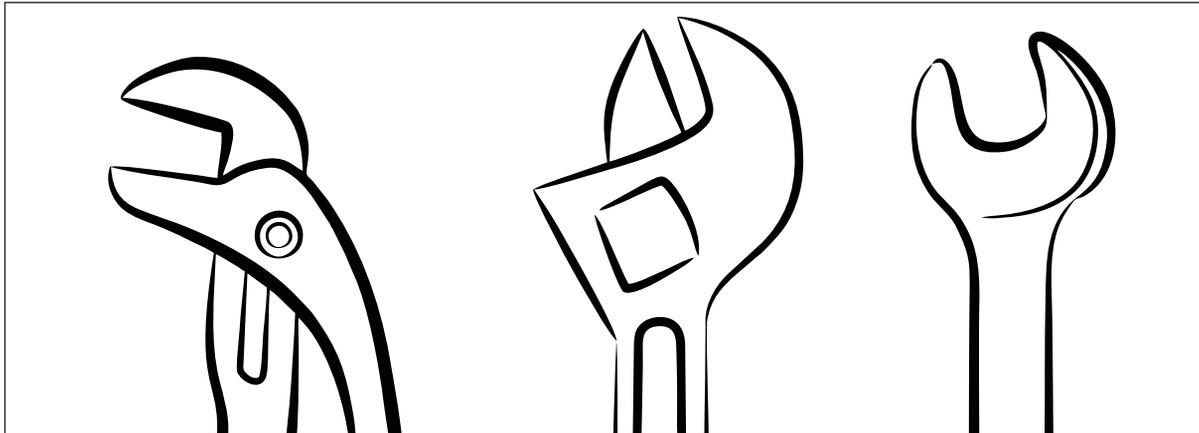


Fig 4.1.3 Types of Wrenches

Maintenance of Machines

1. Carry-out regular oiling and greasing wherever required
2. Carry-out regular grinding of blades of cylinder
3. Replace Rubber roller when its worn out
4. Replace hydraulic oil regularly
5. Perform Regular lubrication of Bearing

Activity



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

Skill Practice	Time	Resources
Show how to use tools safely	8 hours	Hand tools and power tools

Notes for Facilitation



- You could ask the participants to explain the safety guard of the machine.
- Ask them question on the importance of following safety measures.
- Ensure all the students are involved in the discussion.

4.1.3: Work Area Regulations

Do

- Explain the reasons why cleaning is carried out.
- Explain the principles of cleaning.
- Explain different types of cleaning agents and how it is used in the process of cleaning.

Elaborate

- Provide information on running maintenance tasks and machine guards.
- Use below table for the information.

The helper must perform running maintenance on a regular basis to keep the drum functioning efficient and safe.

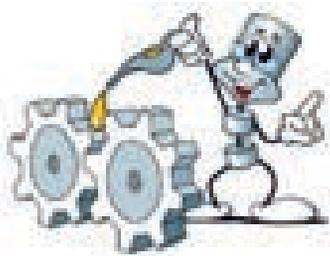
Running Maintenance Task		
Task	Illustration	Method
Cleaning		Clean with a cloth to clear the excess amount of dust and oil from the machine. Finishing yard should be maintained neat and tidy.
Lubricating		The helper checks the machine manual for maintaining the oil level in equipment. It provides him information on what type of oil to be used and where to oil the machine.

Table 4.1.4 Machine Maintenance

4.1.4: Machine Guards

Say

After maintenance task is completed, the helper must ensure that machine guards are kept in proper place. The main objective of the machine guard is to defend the worker of finishing machine and other workers from threats or dangers caused due to rotating parts, chips and sparks and running nip points. Many dangers occur majorly due to moving parts of machine. Safeguards are critically significant for protecting the employees and avoid accidents.



Fig 4.1.5 Machine Guards

4.1.5: Lighting and Ventilation

Explain

Use the below content to provide explanation on the importance of lighting and ventilation at work are.

Lighting and ventilation at work is very important to the health and safety of every one using the workplace. Good lighting will enable worker to work and move about safely.



Fig 4.1.6 Good Lightning

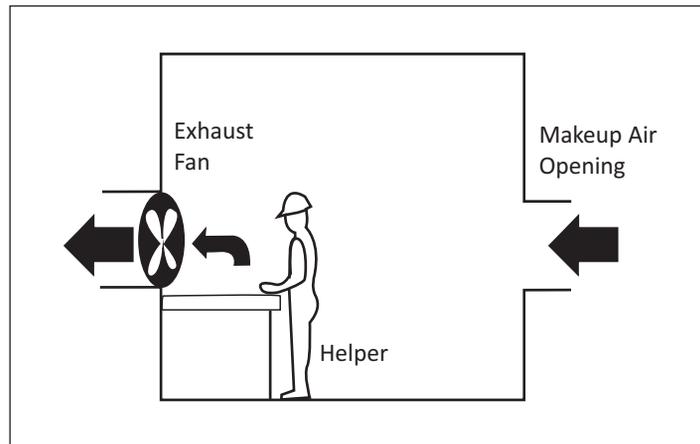


Fig 4.1.7 Ventilation

Ventilation

Inadequate lighting influences the well-being of employees during work leading to develop headaches, migraine and eye strains. Inadequate lighting is one of the reasons that lead to decrease productivity. Hence the helper must ensure that the place he is working has sufficient lighting and lights are in working condition.

Adequate ventilation is equally important in workplace as lighting. Hence helper must keep windows in workplace open or exhaust fan running, so as to admit fresh air.

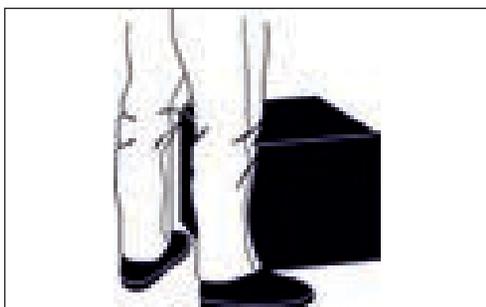
4.1.6: Correct Lifting and Handling Procedures

Demonstrate



List the steps as per below table and perform each step in correct lifting and handling.

Steps: Correct Lifting and Handling Procedure



STEP 1: Stand close to the load with your feet spread apart about shoulder width, with one foot slightly in front of the other for balance



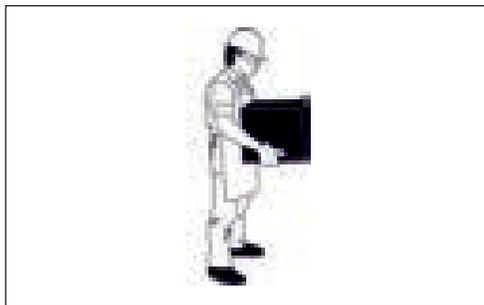
STEP 2: Squat down bending at the knees (not your waist). Tuck your chin while keeping your back as vertical as possible



STEP 3: Get a firm grasp of the object before beginning the lift



STEP 4: Begin slowly lifting with your LEGS by straightening them - Never twist your body during this step



STEP 5: Once the lifting is done, keep the object near to your body as much as possible. If the load's center of gravity is not close to your body, then an increased amount of stress is induced to your spinal area causing back ache

Do

Team Lifting

- When the quantity or extent of carrying a particular object is too heavy for an individual, then he must ask for help.
- The employees who agree upon carrying that object must preferably be equal in sizes.
- One individual needs to be responsible for control of the action to and the other must ensure proper coordination. When one among them lifts very soon compared to the other then either of them might get hurt or have an injury.
- Watch out each and every step you take.

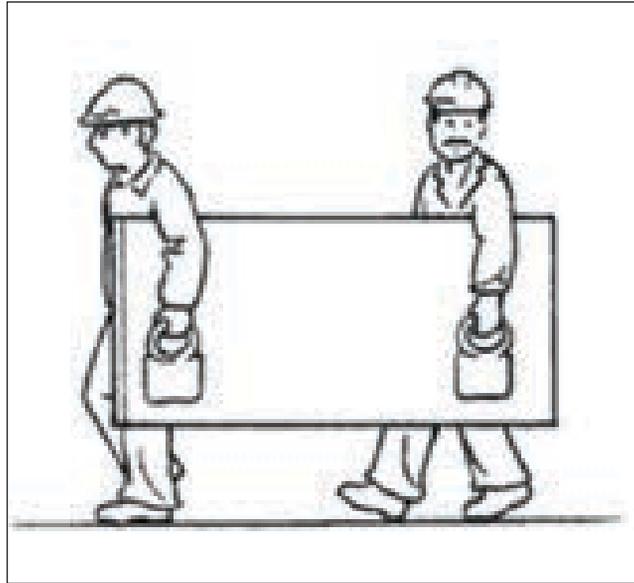


Fig 4.1.8 Team Lifting

Activity



- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Showcase correct lifting and handling procedure	6 hours	Heavy object/ Load

Notes for Facilitation



- Ask the participants to demonstrate correct lifting and handling procedures.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing according with standard company SOP.

4.1.7: Cleaning Equipment, Materials and their Maintenance

Explain



- Explain the reasons why cleaning is carried out. (Refer to the below content)
- Explain the principles of cleaning.
- Explain different types of cleaning agents and how it is used in the process of cleaning.

Cleaning is carried out for the following reasons

a) **Aesthetic appeal**

The environment is made visually attractive and appealing.

b) **Hygiene**

Effective, frequent cleaning controls, the growth and reproduction of pathogenic bacteria and other germs.

c) **Maintenance**

Surface and articles, however good in quality will have a long and functional life only when they are cleaned on regular basis.

d) **Safety**

Cleaning is done for safety against health hazards, fire hazards and slip hazards

- Principles of Cleaning
- Cleaning Agents
 - a) Neutral
 - b) Degreaser
- Detergent
- Acid cleaners
- Alkaline Cleaners
- Disinfectants
- Common Cleaning Agents
- Ensure that the storage racks are sturdy. Heavier containers must be kept on the bottom shelf.
- Label all containers neatly with a waterproof marker.
- Ensure that the lids are tightly secured.
- When dispensing cleaning agents, use appropriate dispensers and measuring apparatus.
- Avoid spillage; if a spill occurs, clean it up immediately.
- Follow a systematic procedure for rotating stocks.
- Selection of Cleaning Agents
- The following points need to be considered while selecting cleaning agents
- The type of soilage

- The type of surface
- Composition of the cleaning agents
- Ease of use, saving of effort and time
- Toxicity or side effects
- Cost effectiveness

Do

Explain safety procedures in factory

- Brief on other equipment's used for cleaning purpose
- PPE
- Ladder
- Waste collecting containers
- Pallets and forklifts for material handling

Activity

- Conduct skill practice activity.
- Ask the participants to gather.
- Explain the purpose and importance.
- Set guideline regarding the discipline during the activity.

Skill Practice	Time	Resources
Showcase different steps for cleaning the finishing machines	6 hours	Finishing machines, Cleaning equipment and materials

Notes for Facilitation

- Ask participants to explain about various steps in machine cleaning.
- Ask participants to explain about the safety procedures while cleaning the machine.
- Ask them if they have any doubts in how it needs to be performed.
- Allow time for brief discussion and answer their queries if any.
- Ensure every participant is performing according with standard company SOP.

4.1.8: Waste Disposal

Do

- Introduce the importance of waste disposal.
- Explain solution to control waste.
- Impact of improper waste disposal.
- Storage of waste leather.

4.1.9: Reporting and Documentation

Say

Always maintain a record in which you note the date of maintenance and things perform while maintenance. The helper must always report to operator if any housekeeping issue persists or any machine fault which cannot be repaired by him.

Activity

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

Skill Practice	Time	Resources
Reporting and Documentation	1 hour	Stationery items, chart

Notes for Facilitation

- You could ask the participants if they understood when and what to report and documentation.
- Ask them question on the importance of reporting and documentation.
- Ensure all the students are involved in the discussion.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

Key Learning Outcomes

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

1. Identify hazards and follow safety at workplace
2. Explain organizational procedures
3. Explain laid down procedures during medical emergencies and evacuation process
4. Identify and correct (if possible) malfunctions in machinery and equipment
5. Seek clarifications from operator or other authorized personnel in case of perceived risks

UNIT 5.1: Comply with Health, Safety and Security at Workplace

Unit Objectives

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

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

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate.
- You could ask the participants about any previous knowledge on this topic.
- List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.

5.1.1: Health, Safety and Security Requirements

Explain



- Health, safety and security are the basic requirements for any employee at a workplace.
- All of these aspects must be implied strictly.
- They are communicated to all the employees in the contract signed with the employer.
- It will be in the form of a document for ready reference.
- It is displayed in the notice boards and displayed at many places in the workplace, canteen and rest rooms.

5.1.2: Personal Protective Equipment (PPE)

Say



- Understand the importance of wearing PPE in the workplace.
- Wear an appropriate PPE for your job role and avoid unwanted accidents.
- Check the condition of the PPE and report to the operator if they are not in good condition.
- Get the improper PPE replaced immediately.

Do



- Explain the various PPE with their significance to the participants.
- Demonstrate how to use the safety equipments.

Demonstrate



- Gather all the participants and explain them about the demonstration process.
- Show them the different PPE and signify its purpose.
- Show them how to wear and use the PPE.

Activity



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

Skill Practice	Time	Resources
Identification of PPE	2 hours	Earplugs Respiratory mask Shoe
Wearing/Usage of PPE		Apron Goggles Gloves

Notes for Facilitation

- Ask them to get into pairs while conducting the activity.
- Give practice until they are familiar with all the PPE.
- Wrap the unit after summarizing the key points and answering questions.

5.1.3: Safety Measures

Elaborate

- Discuss on how safety measures are achieved in a work place with the participants. (Refer to the content below.)
 - Explain the Do's and Don'ts that one should follow in the work place. (Refer to the content below.)
1. Before using any equipment, study the safety rules pertaining to the equipment.
 2. The operating instructions and safety precautions are read and followed before operating forklift equipment.
 3. Wear gloves while handling warm/hot concentrate. **DO NOT PERMIT HOT CONCENTRATE TO CONTACT ANY PART OF THE BODY AS A SERIOUS BURN WILL RESULT.**



Fig 5.1.1 Wear gloves



Fig 5.1.2 Wear gloves

4. Training in right selection, use and maintenance of PPE.
5. Training right use of machinery and safety devices. Redesign manual processes to avoid heavy lifting/slash repetitive activities.
6. Good standard of lighting.
7. Installing automatic alarms and shutoff systems.
8. The Fire department is provided with a list of stored products in the premises.

Tips



- If you don't know, or have forgotten how to use a particular piece of PPE, ask the operator for instruction before use.
- PPE are maintained in a clean, sanitary and serviceable condition.
- Damaged or defective PPE must never be used.
- Never modify your PPE in any way.
- Some PPE may have special disposal requirements. Ensure you follow them.
- If your PPE doesn't fit or is uncomfortable, tell the operator immediately.
- Never, ever choose not to wear PPE when it's required.

Notes for Facilitation



- You could ask them what the other safety measures that can be followed are.
- Revise the tips and ask if they have understood.
- Organize a group discussion on safety measures and involve all the participants to share their views.

5.1.4: Safety Guidelines and Procedures

Do



Discuss the safety Guidelines to be followed during emergencies.

Notes for Facilitation



- Make sure if all the participants have understood the topic.
- Give some time for them to recall all the points taught in the class.
- Ask each of them to explain two points at least.

5.1.5: Guidelines for Health

Ask



- Ask participants what they eat.
- Ask them, if what they eat is health? What are the healthy diets?

Say



It is important to have a good health in order to perform your task effectively.

5.1.6: Guidelines Pertaining to Environment

Do



- Discuss the guidelines for storage of material and equipment with the participants.
- Also show the image of how the materials and equipment should be stored and maintained.

Elaborate



- Use below content to provide information on ISO.

It is the responsibility of the helper to follow the guidelines to protect the environment adopted by the company. Some companies are accredited to ISO 14001 pertaining to Environment Management System (EMS) as it helps to ensure to keep our environmental impact in check. Under EMS each activity is analyzed and guidelines are provided to reduce the impact on the environment.

One such example is provided below.

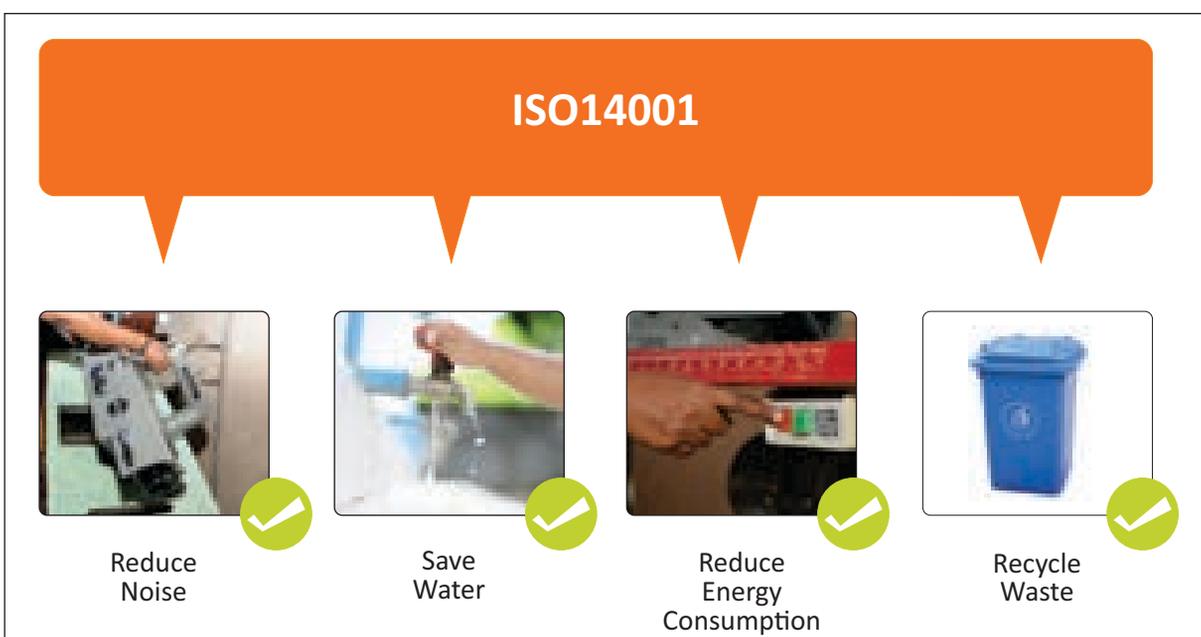


Fig 5.1.3 Guidelines Pertaining to Environment

Notes for Facilitation

- You could ask them to explain guidelines pertaining to environment.
- Revise the topic and ask if they have understood.

5.1.7: Guidelines for Storage of Material and Equipment

Say

- All the materials and equipment should be handled well in order to keep it safe, to reach its destination properly and to maintain their quality and condition for better use.
- The helper will be responsible for storage of material and equipment.

Explain

- Discuss the guidelines for storage of material and equipment with the participants.
- Also show the image of how the materials and equipment should be stored and maintained.
- Use the below content to explain the guidelines for storage of material and equipment.



Fig 5.1.4 Storage of tools



Fig 5.1.5 Storage of Material

The helper is responsible for making sure that all materials and equipment are well organized and maintained in good working condition and ensure below guidelines are followed properly.

- Leather should be stored or handled in airy, dry, and moderate temperature.
- There should be no direct sunlight.
- Storage area should not be damped.
- Store hand tools safely.

Notes for Facilitation

- You could ask them to explain guidelines for storage of material and equipment.
- Revise the topic and ask if they have understood.

5.1.8: Hazard Identification

Say



- Be aware of the Hazards symbols at the workplace and in case you identify any Hazard please notify the supervisor immediately.
- A sign prohibiting behavior likely to increase or cause danger. The symbolic shape used on prohibition signs is the red circle and slash over a black symbol.

Explain



- Show images and explain the various hazards and its significance.
- Show images and explain the different prohibition sign to the participants.
- Show images and explain the different mandatory sign to the participants.
- Show images and explain the different fire sign to the participants.
- Show images and explain the different general information sign to the participants.

Hazards Signs

Description	Sign
<p>Biological Hazard</p> <ul style="list-style-type: none"> • Bio hazardous materials handled in laboratory 	
<p>Flammable Hazard</p> <ul style="list-style-type: none"> • Chemicals are flammable • Possibility of fire • No open flames 	
<p>Corrosive Hazard</p> <ul style="list-style-type: none"> • Chemicals are corrosive • Use proper PPE when handling 	

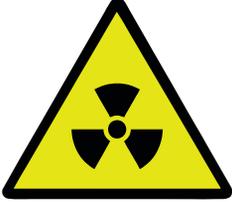
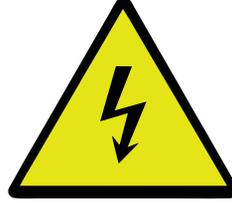
<p>Radiation hazard</p> <ul style="list-style-type: none"> • Radioactive materials handled in laboratory 	
<p>Poison hazard</p> <ul style="list-style-type: none"> • Chemicals are poisonous • Can be fatal 	
<p>Electrical hazard</p> <ul style="list-style-type: none"> • Possibility of Electrocutation 	

Table 5.1.6 Hazard Identification

Prohibition Sign

Description	Symbol
<p>No smoking sign</p>	
<p>Do not extinguish with water</p>	
<p>Do not clean or oil moving machinery</p>	

Do not touch	
No open flame sign	
Do not use mobile phones	
No Entry	

Table 5.1.7 Prohibition Identification

Mandatory Signs

Description	Symbol
<p>Head protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on helmet when entering workplace 	
<p>Eye protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on safety glasses when entering workplace 	

<p>Ear protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on ear muffs or ear plugs when entering workplace 	
<p>Respiratory protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on respirator when entering workplace 	
<p>Hand protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on gloves when entering workplace 	
<p>Footwear protection sign</p> <ul style="list-style-type: none"> • Personnel require to put on covered footwear when entering workplace 	

Table 5.1.8 Mandatory signs

Fire Sign

Description	Icon
<p>Fire Alarm call point</p>	

<p>Fire Extinguisher</p>	
<p>Fire Phone</p>	
<p>Fire hose reel</p>	

Table 5.1.9 Fire signs

General Information Sign

Description	Icon
<p>Please use bins provided</p>	
<p>Toilet</p>	
<p>Employees must wash hands before returning to work</p>	

Disabled parking only	
-----------------------	--

Table 5.1.10 General signs

Activity

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

Hazards

Skill Practice	Time	Resources
Hazard identification	1 hour	Biological Hazard Flammable Hazard Corrosive Hazard Radiation Hazard Poison Hazard Electrical Hazard
Hazard explanation		

Prohibition sign

Skill Practice	Time	Resources
Prohibition sign identification and indication	1 hour	Images of different Prohibition sign

Mandatory Signs

Skill Practice	Time	Resources
Mandatory sign identification and indication	1 hour	Images of different mandatory sign

Fire Signs

Skill Practice	Time	Resources
Fire sign identification and indication	1 hour	Images of different fire sign

General Information

Skill Practice	Time	Resources
General information sign identification and indication	1 hour	Images of different General information sign

Activity



- Tell the participants that a small test will be conducted based on what is covered.
- Give them some time to prepare and remember things which has been taught.
- Conduct the test by asking them to list the different type of hazard, prohibition sign, mandatory sign, Fire sign and General information sign.

Hazard	Prohibition sign	Mandatory Sign	Fire Sign	General information Sign

Notes for Facilitation



- Check the performance of the participants after the test is completed.
- Analyze the individual performance and give the feedback, also appreciate all for their participation.
- Based on their performance understand where the concern has to be taken.

5.1.9: Guidelines to Handle Medical Emergency

Do



- Explain the participants what is first aid.
- Show images and explain the contents of first aid box to the participants.
- Discuss and explain the first aid procedure for burns with images.

Elaborate

- Elaborate the required contents of first aid box and their use.
- Explain the correct way to treat different degree of burns.
- Refer to pages 5.1.9: Guidelines to Handle Medical Emergency in participant handbook and elaborate on above points mentioned.

Activity

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

Skill Practice	Time	Resources
Identification (the contents of first aid box)	1 hour	Gloves, Dressing, Gauze dressing pads, Eye pad, Triangular Bandage, Crepe bandage, Adhesive dressing, Ice pack, Cleaning wipes, Clinical waste bags and Safety pins

Ask

- Ask the participants to list the guidelines to handle medical emergency.
- Ask the participants to explain first aid procedure for burns.

Notes for Facilitation

- You could ask them if they are clear about the topic.
- Wrap the topic by summarizing it briefly.

5.1.9.1: Steps to Treat Minor Burn

Do

- Explain the participants about steps to treat the minor burns.
- Demonstrate the steps to treat the minor burns.

Demonstrate



- Call a volunteer and outline the steps to treat minor burn.
- Now demonstrate the steps to treat minor burn.

Steps: Treat Minor Burn



STEP 1: To treat a minor burn, run cool water over the area of the burn or soak it in a cool water bath (not ice water). Keep the area submerged for at least 5 minutes.



STEP 2: After flushing or soaking for several minutes, cover the burn with a sterile bandage or a clean cloth. Minor burns will usually heal without further treatment.

Activity



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

Skill Practice	Time	Resources
Treatment of minor burn	1 hour	Cool water, sterilize bandage

Notes for Facilitation



- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.

5.1.9.2: Steps: How to Treat a Victim of Electrical Shock

Do



- Discuss the immediate steps to be taken when a person is subjected to electric shock.
- Explain the steps of first aid procedure for electric shock to the participants.
- Demonstrate on how to free a person from electric shock.

Demonstrate

- Call two volunteer and outline the steps on how to free a person from electric shock.
- Now demonstrate and explain the steps to the participants.

Role Play

- Assign two job roles to each volunteer for demonstration.
- One person as who is subjected to electric shock.
- Other person as the preventer.

Steps



Fig 5.1.11 First Aid for Electric Shock

1. Separate the victim from live point by insulated rod

2. Keep yourself on an insulated mat

3. Simultaneously arrange to switch off the electric supply

Notes for Facilitation

- Repeat the demonstration if they have not understood.
- Give a brief description on topic covered and wrap the unit.

5.1.9.3: Steps to Remove Foreign Object from Eye

Do

- Explain the steps on how to first aid for removing foreign object from the eye.
- Give a demonstration on removing foreign object from the eye to the participants.

Demonstrate

- Call two volunteer and outline the steps on how to remove foreign object from the eye.
- Now demonstrate and explain the steps to the participants.

Role Play

- Assign two job roles to each volunteer for demonstration.
- One person as who is suffering by the foreign particle in his eye.
- Other person to first aid.

Steps



STEP 1: Make the victim to sit down facing the light and ensure not to rub the eye. Separate the eyelids with your finger and thumb. Examine each part of the eye. Do not allow the victim to apply pressure to the injured eye.



STEP 2: Run water through the eye. Keep doing till particle is removed from the eye.

Notes for Facilitation

- Repeat the demonstration if they have not understood.
- Give a brief description on topic covered and wrap the unit.

5.1.9.4: Steps to Remove Foreign Object from Throat

Do

- Explain the steps on how to first aid for removing foreign object from the throat.
- Give a demonstration on removing foreign object from the throat to the participants.

Demonstrate



- Call two volunteer and outline the steps on how to remove foreign object from the throat.
- Now demonstrate and explain the steps to the participants.

Role Play



- Assign two job roles to each volunteer for demonstration.
- One person as who is suffering by the foreign particle in his throat.
- Other person to help him removing the foreign particle from his throat.

Steps



STEP 1: Encourage the victim to continue coughing. Give back slaps if the situation worsens.



STEP 2: If the back slaps fail to clear the obstruction then try abdominal thrusts.



STEP 3: Check for victim mouth, if the obstruction has still not cleared, repeat the steps up to 3 times and check the mouth after each step.

Notes for Facilitation



- Repeat the demonstration if they have not understood.
- Give a brief description on topic covered and wrap the unit.

5.1.10: Emergency Action Plan

Do

- Explain Emergency action plan.
- Show and explain the plant layout plan to the participants.
- Also show the emergency exit sign.

Say

- Emergency plans are the guidelines decided by the organization and which should be followed during emergencies.
- The Emergency Action Plan (EAP) tells the employees about what type of evacuation is necessary and what their role is in carrying out the plan.

Explain

- Typical Simple Plant Layout Plan

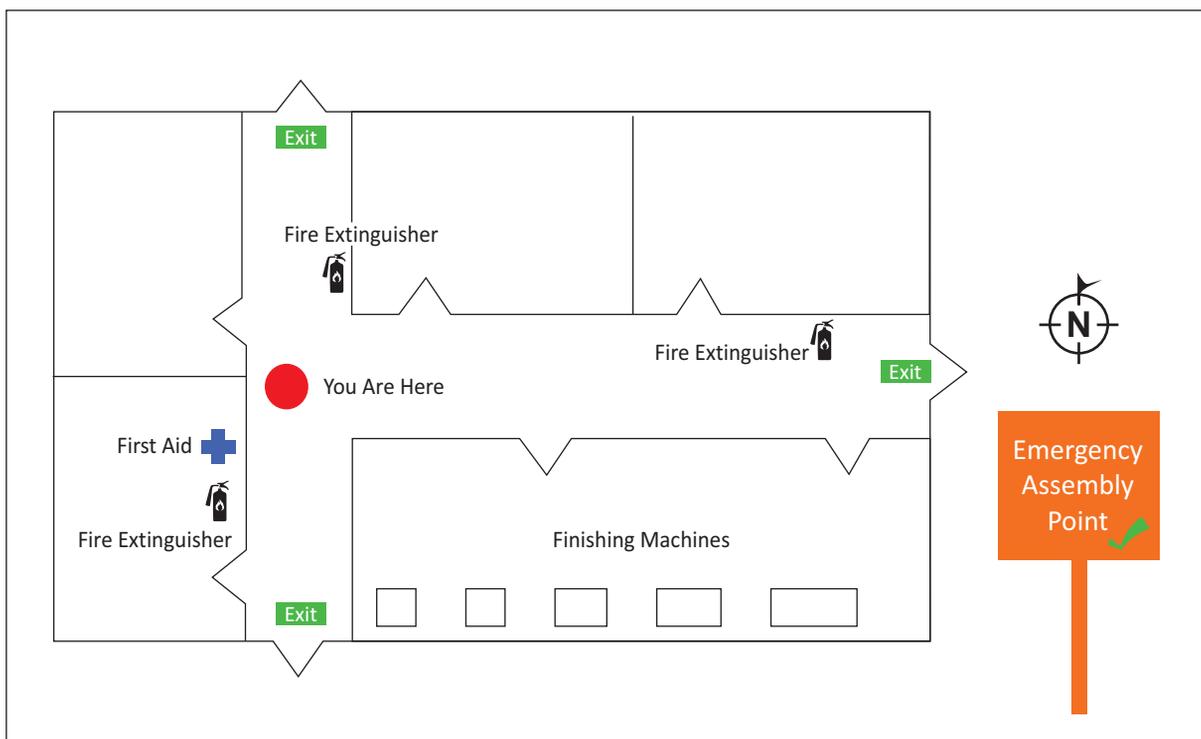


Fig 5.1.12 Plant Layout Plan

Above diagram shows simple layout of a plant. The helper must be familiar with these plant layout displayed at your premises. During emergency the helper must use this layout for emergency evacuation and lead to safe assembly point. Signs to show the direction of the emergency exit are to be followed.

Emergency Exit Signs

Shows the direction of the emergency exit

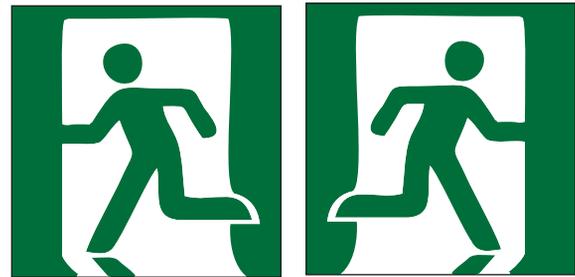


Fig 5.1.13 Emergency Exit Signs

Notes for Facilitation

- Ask them if they are clear about the Plant layout plan and emergency exit sign.
- Call them individually and ask them to explain the plan and direction.

5.1.10.1: Sample Emergency Action Plan

Do

Explain sample emergency action plan to the participants.

Say

The Emergency Action Plan (EAP) is in place to ensure employee safety from fire and other emergency.

Elaborate

- Use the below content to emphasize on the importance of evacuation plan during emergencies.

At the time of an emergency, all employees should know what type of evacuation is necessary and what their role is in carrying out the plan. In some emergencies total and immediate evacuation will be necessary. In other emergencies only partial evacuation may be necessary.

When a fire is detected it is necessary that the fire alarm pull station be activated as soon as possible. The fire alarm will notify the emergency response team who will perform assigned duties. The activation of the alarm will also notify the local fire department.

In the event of bomb threat, toxic chemical release, hazardous weather, or other emergencies notification will be made over the public address system.

In the event of fire, bomb threat, or toxic chemical release; employees are to proceed to the nearest available and safe exit and leave the building as soon as possible. Floor plans (maps) and exits have been posted in each department.

In the event of Weather emergencies all employees (and visitors) are to evacuate their assigned area and report to the lower level bomb shelter. Again, it is of critical importance that all employees and visitors are accounted for. Supervisors within each area shall take a head count at the designated meeting areas.

It is the responsibility of each supervisor to advise fire and police departments of any missing persons.

Notes for Facilitation

- Ask them if they are clear about the topic, if needed summarize the topic for better understanding.
- Ask them question related to the topic if necessary.

5.1.11: Reporting and Documentation

Do

- Discuss the importance of maintaining the records at the workplace to the participants.
- Show and explain the format for reporting any accident that takes place.
- Also guide them how to fill the format.

Say

Reporting and documentation must be done as and when any incident takes place in the concern of health and Safety.

Explain

Explain to the participants the purpose of maintaining records and documents.

Always maintain records and documents related to Health and Safety. Report any accidents or near miss incidents to the supervisor in the prescribed format provided by the HSE. This helps in taking measures in reducing such incidents in the future.

Recording maintenance history accurately leads to failure prevention and drives awareness about equipment maintenance.

The records are very important for the following reasons

1. Since maintenance history is recorded, work can be easily transferred to the next team or individual when the staff changes.
2. Labor becomes more productive because employees and maintenance tasks are tracked, which eliminates redundant work.
3. To change the SOP to avoid re occurrence of the same defects.
4. To plan for adaptation of new processes and plan the equipment.

Below you can see a format for reporting in case of an accident.

Incident Type					
1. <input type="checkbox"/> Injury/Illness	<input type="checkbox"/> Environment	<input type="checkbox"/> Security	<input type="checkbox"/> Assault	<input type="checkbox"/> Complaint	<input type="checkbox"/> Theft
<input type="checkbox"/> Business/Quality	<input type="checkbox"/> Other	<input type="checkbox"/> Vandalism	<input type="checkbox"/> Criminal	Security Ref No.....	
2. Date occurred: _____/_____/_____		Time(24h): _____			
3. Specific Location/Room: _____		Campus: _____			
4. Faculty/Unit/Trade: _____					
5. <input type="checkbox"/> During work/class <input type="checkbox"/> Break from work/class <input type="checkbox"/> Travel to/from work <input type="checkbox"/> Other (Specify)					
Personal Details (Person involved in incident)					
6. Full Name: _____		Student ID: _____			
7. Address: _____		Date of Birth: _____			
8. Home Phone: _____		Work Phone: _____		Mobile Ph: _____	
9. <input type="checkbox"/> Male <input type="checkbox"/> Female					
10. <input type="checkbox"/> Staff <input type="checkbox"/> Student		<input type="checkbox"/> Visitor		<input type="checkbox"/> Other	
Incident Details: Describe the incident (include the name of bodily location, chemical, product, process equipment involved):					
11. _____ _____ _____					
Injury Illness Details					
12. Did the person <input type="checkbox"/> Return to work/class <input type="checkbox"/> Go home <input type="checkbox"/> Go to a doctor <input type="checkbox"/> Go to a Hospital					
13. First aid received? <input type="checkbox"/> Yes <input type="checkbox"/> No First Aider Details and treatment details: _____ _____					
Follow-up Contact (Witness)					
14. Full Name: _____		Student ID: _____			
Home Phone: _____		Work Phone: _____		Mobile Ph: _____	
15. Name of person completing this from: _____		Position: _____			
Signature: _____		Date: _____			
16. Preventative Action Taken:					
	Yes	No		Yes	No
Eliminate work practice	<input type="checkbox"/>	<input type="checkbox"/>	Change work procedures	<input type="checkbox"/>	<input type="checkbox"/>
Equipment/Machinery Modifications	<input type="checkbox"/>	<input type="checkbox"/>	Change to inductions/training	<input type="checkbox"/>	<input type="checkbox"/>
Job Redesign	<input type="checkbox"/>	<input type="checkbox"/>	Personal protective equipment	<input type="checkbox"/>	<input type="checkbox"/>
Equipment/Machinery Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	Comments	<input type="checkbox"/>	<input type="checkbox"/>
17. Is a risk assessment required?" <input type="checkbox"/> Yes <input type="checkbox"/> No					
18. Will an Accident/ Incident investigation Report be completed?" <input type="checkbox"/> Yes <input type="checkbox"/> No					
19. Has the Health Welfare and Environment section been notified? Date: _____ Time: _____					
20. Supervisor/ Manager:		Name: _____		Date: _____	
		Section: _____		Signature: _____	
The supervisor/ manager needs to ensure an accident investigation report and/ or risk assessment is undertaken where appropriate.					

Fig 5.1.14 Accident Report

Activity

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

Skill Practice	Time	Resources
To fill the accident report	1 hour	Format and pen

Notes for Facilitation

- Guide them where ever they need assistance in filling the format.
- Ask them if they are clear in filling the format.
- Wrap the unit and proceed to next.

5.1.12: Waste Disposal

Do

Explain the ways of disposing the waste with images to the participants.

Say

- Proper management of waste is essential to avoid problems associated with improper disposal of waste such as pollution of the environment and diseases.
- Inappropriate waste disposal can also result in contamination of the shop floor.

Explain

Explain to the participants the different wastes that leather industry could generate and proper procedure to dispose them safely.

The leather industry generates a variety of solid wastes such as leather dust, leather trimmings, poor quality leather, waste oil, chemicals etc.



Fig 5.1.15 Wet blue Dust



Fig 5.1.16 Chemical waste

The main things to remember for proper disposal of waste are listed below and the operator should ensure these guidelines are followed properly.

1. Segregate the waste as Hazardous (Oil spill, Chemicals etc.) and non-hazardous waste (Leather, Paper, etc.) and disposed them at the designated places in daily basis.
2. Waste bins must have tight fitting lids.
3. Bins must be kept clean and washed after they are emptied.



Fig 5.1.17 Hazardous waste



Fig 5.1.18 Non-hazardous waste

Activity



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

Skill Practice	Time	Resources
Identification of waste	1 hour	Leather scraps, waste paper, Chemicals etc
segregation of waste		

Notes for Facilitation



- You could ask the students to list out the hazardous and non-hazardous waste.
- Brief them again the way to dispose the waste.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Sk II India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N S · D · C
National
Skill Development
Corporation

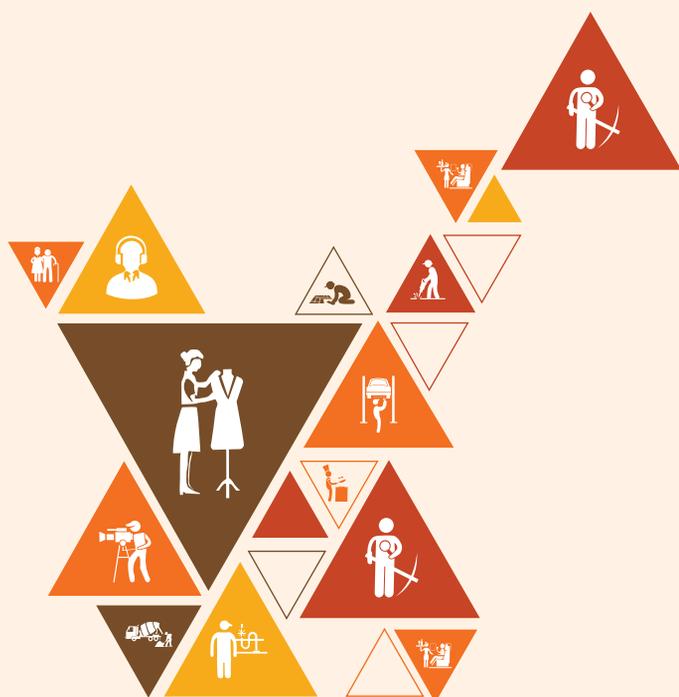
Transforming the skill landscape



LEATHER
SECTOR
SKILL
COUNCIL

6. Comply with Industry, Regulatory and Organizational Requirements

Unit 6.1 - Legal, Regulatory and Organizational Requirements



LSS/N8701

Key Learning Outcomes

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

1. Explain organizational procedures
2. Explain customer procedures
3. Abide by National laws and regulations
4. Abide by international legislation and regulations
5. Identify and report any possible deviation to organizational requirements

UNIT 6.1: Legal, Regulatory and Organizational Requirements

Unit Objectives

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

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

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate.
- You could ask the participants about any previous knowledge on this topic.
- List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.

6.1.1: Policies and Procedures

Do

- Explain the importance of company policy and procedure to the participants.
- Discuss the framework for ethical decision-making with the participants.
- Tell the points which are to be followed while using the organizational facilities.
- Explain the peer relationship to the participants.

Elaborate

- Explain in detail what are policies and procedures
- Every company has policies and procedures to be followed by the management and employees as well
- Refer to 6.1.1: Organizational and Customer Procedures in the participant's handbook to elaborate on Policies and Procedures, Ethical Decision Making, Professional use of facilities and Peer Relationship

Role Play

This activity is conducted as how the helper abides the company rules and procedure, at the same time to have a good rapport with the customer.

- Gather all the participants and divide them into two or three groups.
- Assign different situation to each group.

For example “Customer lately requests the helper to deliver the product on a different address”.

- In each group all the participants has to take part as the customer and helper based on situation assigned.

Skill Practice	Time	Resources
Customer and helper relationship	5 hours	Participants with different situation

Notes for Facilitation

- Repeat the activity if needed for better understanding.
- You could ask them to recall what is been taught.
- To ensure if they have understood the concepts then ask few questions.
- Also encourage shy participants to ask doubts if they are unclear about the concept.

6.1.2: Ethical Decision Making

Say

Every company has policies and procedures to be followed by the management and employees as well.

Elaborate

- Below is a framework for ethical decision-making which needs to be explained to the participants.

1. Clarify

- Determine precisely what must be decided.
- Formulate and devise the full range of alternatives.
- Eliminate patently impractical, illegal and improper alternatives.
- Force yourself to develop at least three ethically justifiable options.
- Examine each option to determine which ethical principles and values are involved.

2. Evaluate

- If any of the options requires the sacrifice of any ethical principle, evaluate the facts and assumptions carefully.

- Distinguish solid facts from beliefs, desires, theories, suppositions, unsupported conclusions, opinions, and rationalizations.
- Consider the credibility of sources, especially when they are self-interested, ideological or biased.
- With regard to each alternative, carefully consider the benefits, burdens and risks to each stakeholder.

3. Decide

- Make a judgment about what is not true and what consequences are most likely to occur.
- Evaluate the viable alternatives according to personal conscience.
- Prioritize the values so that you can choose which values to advance and which to subordinate.
- Determine who will be helped the most and harmed the least.

4. Implement

- Develop a plan of how to implement the decision.
- Maximize the benefits and minimize the costs and risks.

5. Monitor and modify

- Monitor the effects of decisions.
- Be prepared and willing to revise a plan, or take a different course of action.
- Adjust to new information.

6.1.3: National Laws and Regulations

Do 

- Discuss the regulations that need to be followed as per The Factories Act, 1948.
- List and explain the records that need to be maintained by every organization.

Say 

There are regulations as per The Factories Act, 1948 which should be followed by the companies.

Explain 

Refer to 6.1.3: Indian Laws in the participant's handbook to provide information on the Factories Act, 1948

6.1.4: Registers to be Maintained

Explain



Provide information on the register that has to be maintained by every organization which holds a record of the following:

- Attendance register/ muster roll
- Register of adult workers
- Record of lime washing, painting etc.
- Register of compensatory holidays
- Overtime muster roll for exempted workers
- Register of leave with wages
- Health register (in respect of persons employed in occupations declared to be dangerous operations u/s 87).
- Register of accidents and dangerous occurrences
- Particulars of rooms in the factory

Notes for Facilitation



- You could ask participants what they know about Indian Laws.
- Give them some time to recall the topic taught and ask questions on The Factories Act, 1948.
- Make sure they involve themselves in learning and encourage them to participate.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

- During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
- Have one of the participants write their contributions on a flip chart sheet.
- Write down your own list of covered material in the training on another flip chart sheet.
- Compare the two sheets, commenting on what will and what will not be covered during the training.
- Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- You may get back to those sheets once again at the end of the last session of the training.
- Benefits of doing this activity:
 - Participants feel better as their opinions are heard.
 - Participants get to know what they should expect from the training.
 - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- Expectations from the participants:
 - Must sign the attendance sheet when they arrive for class.
 - Conduct themselves in a positive manner
 - Be punctual, attentive, and participative
- Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
- By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

- Defining the objectives in the beginning of the units sets the mood for the unit.
- To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
- It is also a way of making participants take responsibility of their own learning process.
- For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 7.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

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

UNIT 7.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Role Play

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

Summarize

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

Say 

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

Activity 

- Health Standard Checklist from the Participant Handbook.

Ask 

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

Say 

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

Do 

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

Summarize 

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

Ask 

Discuss:

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

Say 

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

Activity 

- Health Standard Checklist: Hygiene

Say 

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

Do 

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

Ask 

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

Summarize 

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

Ask 

- What is a habit?

Say 

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

Summarize 

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

UNIT 7.1.2: Safety

Unit Objectives

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

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

Resources to be Used

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

Say

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

Team Activity

Safety Hazards

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

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

Ask

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

Say 

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

Do 

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

Say 

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

Do 

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

Ask **De-briefing**

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

Summarize 

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

UNIT 7.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

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

Resources to be Used

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

Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

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

Do 

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

Ask 

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

Say 

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

Ask 

- Is your attitude positive or negative?

Say 

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask 

- What did you learn from this story?

Activity **What Motivates You?**

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

Do 

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

Say

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

Summarize

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

UNIT 7.1.4: Honesty & Work Ethics

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

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

Do 

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

Summarize 

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

UNIT 7.1.5: Creativity and Innovation

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask 

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

Say 

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

Team Activity 

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

Activity De-brief

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

Do 

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

Summarize

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

Notes for Facilitation

- Source for stories on innovations:

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

UNIT 7.1.6: Time Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

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

PART 2 URGENT-IMPORTANT GRID

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

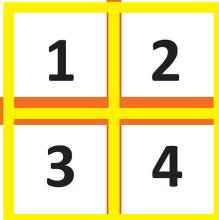
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably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

TO- DO list format

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

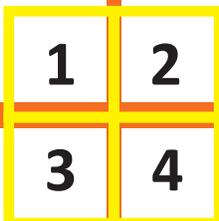
URGENT-IMPORTANT GRID

<p>URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Meetings • Last minute demands • Project deadlines • Crisis 	<p>NOT URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> • Planning • Working towards goals • Building relationship • Personal commitments
<ul style="list-style-type: none"> • Interruptions • Phone calls/ E-mails • Other people's minor demands <p>URGENT/ NOT IMPORTANT</p>	<ul style="list-style-type: none"> • Internet surfing • Social media • Watching TV <p>NOT URGENT/ NOT IMPORTANT</p>



URGENT/ IMPORTANT GRID format

<p>URGENT/ IMPORTANT</p>	<p>NOT URGENT/ IMPORTANT</p>
<p>URGENT/ NOT IMPORTANT</p>	<p>NOT URGENT/ NOT IMPORTANT</p>



Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize

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

Notes for Facilitation



- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
 - ♦ One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
 - ♦ He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
 - ♦ He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...

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

UNIT 7.1.7: Anger Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say 

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

Do 

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

Activity 

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say

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

Do

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

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

UNIT 7.1.8: Stress Management: What is stress?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

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

- ♦ What was/were the cause(s) of stress?
- ♦ Was the stress avoidable or manageable under the given circumstances?
- ♦ If yes, how do you think that the stress could be avoided (managed)?
- ♦ If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do

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

Say

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do 

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

Scenario 5

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

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

Say **De-brief:**

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

Summarize

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

Notes for Facilitation

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

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

UNIT 7.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

UNIT 7.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summarize

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

Practical

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

Do

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

UNIT 7.2.2: MS Office and Email: About MS Office

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summarize

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

UNIT 7.2.3: E-Commerce

Unit Objectives

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

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say 

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

Do 

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

Say 

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

Explain 

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

Say 

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

Role Play 

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

Ask

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

Say

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

Do

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

Ask

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

Say

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

Summarize

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

UNIT 7.3: Money Matters

Key Learning Outcomes

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

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

UNIT 7.3.1: Personal Finance – Why to Save?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say 

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

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

Ask 

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

Say 

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

Team Activity 

Personal Finance- Why to save

- This activity has two parts:

PART 1
WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

PART 2
HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do 

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say



- Discuss the importance of personal finance and why it is important to save money.

Summarize



You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

UNIT 7.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

- Discuss the main types of bank accounts
- Describe the process of opening a bank account

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

Example

- Let's look at the given example:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

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

Ask

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

Say

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

Ask

- Can someone say what are the different types of bank accounts?

Say 

- Let's learn about the different types of bank accounts through an activity.

Team Activity 

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Activity De-brief

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

Say 

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

Ask 

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say 

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

Team Activity **Opening a Bank Account**

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

PART 1**FILLING A BANK ACCOUNT OPENING FORM**

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief**How did you design the form?**

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

Do 

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

Summarize 

Note:

- You can summarize the unit through a role play.
 - ♦ A person wanting to open an account in the bank.
 - ♦ What is the procedure that he will go through?
 - ♦ Discuss the key points of different types of bank accounts.
 - ♦ How to select the type of account
 - ♦ How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

Photograph	XXX Bank			
SAVING BANK ACCOUNT OPENING FORM				
Account No.: _____	Date: _____			
Name of the Branch				
Village/Town				
Sub District / Block Name				
District				
State				
SSA Code / Ward No.				
Village Code / Town Code	Name of Village / Town			
Applicant Details:				
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile				Date of Birth
Aadhaar No.				Pan No.
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House : Y/N	Y/N	Owning Farm : Any other :	
Existing Bank A/c. of family members / household	Y / N		If yes, No. of A/cs. _____	
Kisan Credit Card	Whether Eligible	Y / N		
I request you to issue me a Rupay Card .				
I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.				
Declaration:				
I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.				
Place:		Signature / LTI of Applicant		
Date:				
Nomination:				
I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.
Place:		Signature / LTI of Applicant		
Date:				
Witness(es)*				
1. _____				
2. _____				
*Witness is requires only for thumb impression and not for signature				

UNIT 7.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

Say

- Discuss: Fixed and Variable cost with examples. Let us do a small activity.

Team Activity

Identify the type of cost

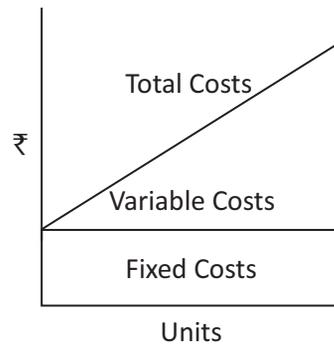
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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



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

Team Activity

Fixed vs. Variable Costs

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost
- | | |
|--|------------|
| 1. Rent | (Fixed) |
| 2. Telephone bill | (Fixed) |
| 3. Electricity bill | (Fixed) |
| 4. Machinery | (Fixed) |
| 5. Insurance | (Fixed) |
| 6. Office supplies/ Raw materials | (Variable) |
| 7. Employee salaries | (Fixed) |
| 8. Commission percentage given to sales person for every unit sold | (Variable) |
| 9. Credit card fees | (Variable) |
| 10. Vendor bills | (Variable) |

UNIT 7.3.4: Investments, Insurance and Taxes

Unit Objectives

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes

Resources to be Used

- Participant Handbook

Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

Example

- Let's have a look at a few scenarios.

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

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

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

Say

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

Ask

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

Say

- Let's learn the differences between the three by having an activity.

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?
Bonds are instruments used by public and private companies to raise large sums of money.
2. Who issues the bonds?
Private and public companies issue the bonds.
3. Why are bonds issued?
To raise large amount of money as it cannot be burrowed from the bank.
4. Who is the buyer of stocks and equities?
The general public is the buyer.
5. What types of scheme is the Sukanya Samriddhi Scheme?
Small Saving Scheme
6. What is the difference between mutual and hedge funds?
Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.
7. Why is a loan taken from the bank to purchase real estate?
To lease or sell to make profit on appreciated property price.
8. Name the two types of insurances?
Life Insurance and Non-life or general insurance
9. Which insurance product offers financial protection for 15-20 years?
Term Insurance
10. What is the benefit of taking an endowment policy?
It offers the dual benefit of investment and insurance.
11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?
Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

Sales Tax

20. What is the difference between custom duty and OCTROI?

Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

UNIT 7.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

Resources to be Used

- Participant Handbook
- Computer System with internet connection
- Debit card

Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss “What is online banking?” from the Participant Handbook.
- There are various advantages of online banking:
 - ♦ It saves time, as you need to visit the branch. .
 - ♦ You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - ♦ Online Banking also gives you round the clock access.
 - ♦ Online Banking makes it possible for you to pay your bills electronically.

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
 - ♦ Through their website set-up your online account.
 - ♦ Choose a secure username and password.
 - ♦ Set-up your contact information.
 - ♦ Once your information is verified, you are good to go.
 - ♦ Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say

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

Do

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

Summarize

- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

UNIT 7.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

UNIT 7.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

Activity 1

- Introducing Yourself

Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - ♦ Any work experience that you might have
 - ♦ A brief summary of your educational qualifications
 - ♦ Your strengths and achievements
 - ♦ Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - ♦ Detailed description of your family (unless you are specifically asked to do so)
 - ♦ Too much information about your weaknesses
 - ♦ Information that is not true

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Activity 2

- Planning the right attire

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - ♦ Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - ♦ The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - ♦ Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - ♦ The participants will get only one chance to create a good first impression.

UNIT 7.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

- Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summarize

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
 - ♦ Responsible for cleanliness and maintenance of one floor in the hotel.
 - ♦ Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 7.4.3: Interview FAQs

Unit Objectives

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

Resources to be Used

- Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - How do you explain this huge time gap in your resume?
 - What is the reason for this?
 - Weren't you looking for a job or is it that no one selected you?

Say **De-brief:**

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play 

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - ♦ There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say **De-brief:**

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play 

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
 - ♦ Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say **De-brief:**

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - ♦ How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - ♦ Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
 - ♦ What is your name?
 - ♦ Tell me something about yourself?
 - ♦ Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - ♦ If you get this job, what salary package do you expect us to give you?

Say

De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

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

Say

De-brief:

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

Explain

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

Do 

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

Activity 

Mock Interview Questions

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

Summarize 

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 7.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

Ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

- This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

- The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do 

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

Summarize 

- Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 7.5: Understanding Entrepreneurship

Key Learning Outcomes



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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 7.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries?
Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?
Azim Premji
3. Who launched e-commerce website Flipkart?
Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm?
Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs?
Bhavish Aggarwal
6. Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?
Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask



- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say



- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize



- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation



- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 7.5.2: Leadership and Teamwork

Unit Objectives

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

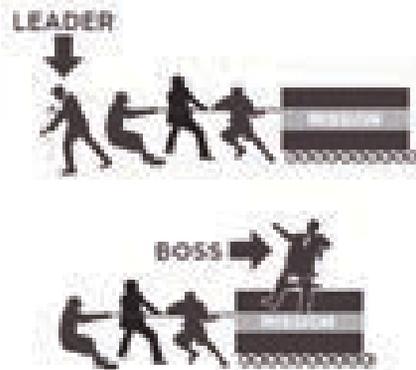
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.



Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We.”
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say 

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

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

Say **De-brief:**

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

Say 

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

Summarize 

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

UNIT 7.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say 

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask 

- How often do you hear these statements?
 - ♦ “You're not listening to me!”
 - ♦ “Why don't you let me finish what I'm saying?”
 - ♦ “You just don't understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say 

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

Do 

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 2 

Riddles:

Is there any law against a man marrying his widow's sister?
If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?
Do they have a 26th of January in England?
If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?
The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?
There was an airplane crash. Every single person died, but two people survived. How is this possible?
If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?
A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask **De-brief question:**

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say 

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 3 **Elevator Pitch:**

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would have been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do 

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summarize



- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 7.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be Used

- Participant Handbook

Ask

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- This is a group activity.
 - The groups will solve the problem and come up with the best solution in each case.
1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
 3. You have just set up your business and need extra human resource. You have tried inviting a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your set up.

Do 

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

Say **De-brief questions:**

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask 

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

Say 

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

Ask 

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

Say 

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

Summarize 

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

Activity 

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

Do 

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

Ask



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

Say



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

Ask



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

Say



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

Say



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

Role Play



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

Do



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

Problem solving Scenario 1

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

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 7.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?
 What unique capabilities do you possess?
 What do you do better than others?
 What do others perceive as your strengths?

Weakness

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

Opportunity

What trends may positively impact you?
 What opportunities are available to you?

Threat

Do you have solid financial support?
 What trends may negatively impact you?

Do 

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask **De-brief questions:**

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize 

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 7.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

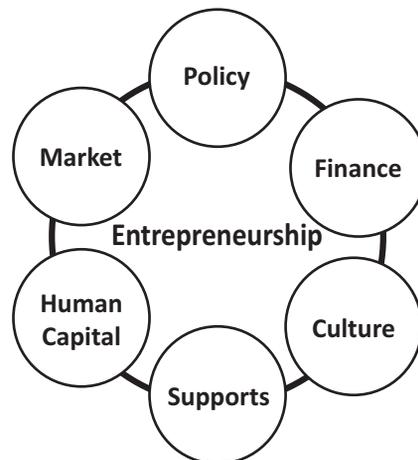
- Making a poster showing the entrepreneurship support eco-system.

Do 

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

Activity De-brief

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

**Ask** 

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

Say 

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

Team Activity 

- Presentation on key schemes to promote entrepreneurs

Do 

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

Activity De-brief

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

Summarize 

- Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 7.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

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

Example

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

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

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

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

Team Activity

Risk Appetite

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

Activity De-brief

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

Do

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

Ask

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

Example

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

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

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

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say 

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say 

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

Team Activity **Entrepreneurship and Resilience**

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

Activity De-brief

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

Do 

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

Summarize 

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 7.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

Notes



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UNIT 7.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 7.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- By opening a tuition centre you are offering a service.

Ask 

- What factors will you keep in mind before opening it?

Say 

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

Say 

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity 

4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 7.6.2: Business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
Business to business
2. What is a financial report?
A comprehensive account of a business' transactions and expenses
3. Who is a sales prospect?
A potential customer
4. How is working capital calculated?
Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?
Valuation
6. You are buying a house. What type of transaction is it?
Complex transaction
7. How will you calculate the net income?
Revenue minus expenses
8. How is Return on Investment expressed?
As percentage
9. How will you calculate the cost of goods sold?
Cost of materials minus cost of outputs
10. What is revenue?
Total amount of income before expenses are subtracted.
11. What is a Break-Even Point?
This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12. What is the formula used to calculate simple interest?
 *$A = P(1 + rt)$; $R = r * 100$*
13. What are the three types of business transactions?
Simple, Complex and Ongoing Transactions
14. The degrading value of an asset over time is known as .
Depreciation
15. What are the two main types of capital?
Debt and Equity

UNIT 7.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

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

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do 

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity 

Group Discussion

- Conduct a group discussion in the class on how they can do networking for their business.

Summarize 

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

UNIT 7.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

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

Say

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

Ask

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

Do

- Ask few participants to share their business ideas.

Ask

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

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

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

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize 

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

Notes for Facilitation 

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

UNIT 7.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - **Bootstrapping:** Also called self-financing is the easiest way of financing
 - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
 - **Angel investors:** Individual or group of investors investing in the company
 - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - **Bank loans:** The most popular method in India.
 - **Microfinance Providers or NBFCs**
 - **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

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

Summarize

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

Notes for Facilitation



- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 7.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

Say

- Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have to make a matrix they need to fill.
- They have to write the main topics and key words that will help them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 7.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

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

Do

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

Summarize

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



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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N S D C
National
Skill Development
Corporation

Transforming the skill landscape

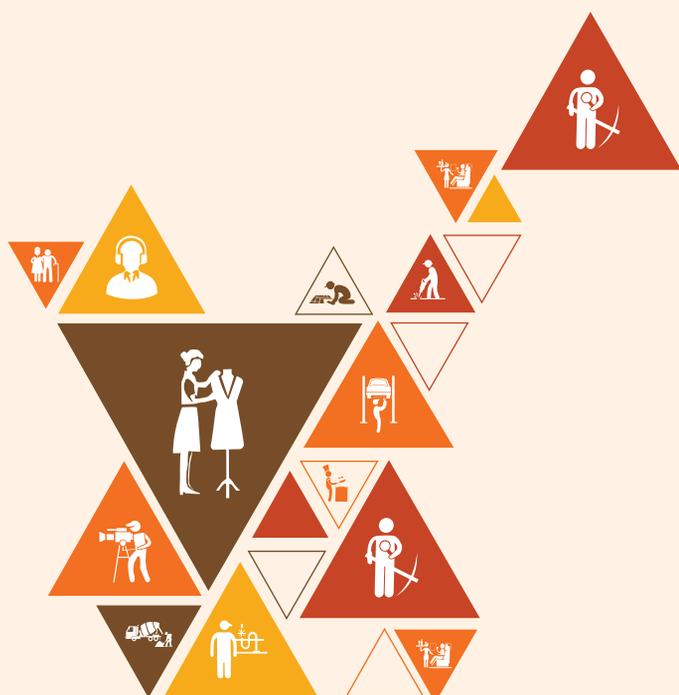


LEATHER
SECTOR
SKILL
COUNCIL

8. Annexures

Annexure I - Training Delivery Plan

Annexure II - Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Helper - Finishing Operations (Finished Leather)		
Qualification Pack Name & Ref. ID	Helper - Finishing Operations LSS/Q0804, V1.0		
Version No.	1.0	Version Update Date	29/9/2016
Pre-requisites to Training (if any)	Minimum Educational Qualifications: Class V Minimum Job Entry Age: 18 years Experience: N/A		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Gain knowledge on overview of leather industry and generic skills: General instructions to importance of leather industry, general hazards in leather industry, basic health safety and hygiene precautions, generic skills to be followed in leather industry. • Identify and use basic tools, equipment & materials: Effectively identify, select & use the specified tools, materials and equipment relevant to finishing operations of finished leather. • Learn and assist in finishing operations in finished leather: Assist in fat liquoring, coating, vacuum drying, plating, glazing, embossing to manufacture finished leather. • Handle work area, tools and machines appropriately: Ensure correct handling of material, tools and machines, maintain clean and hazard free work area, proper usage of cleaning equipment, maintain correct usage of workplace tools and equipment. • Become well versed with environment, health, safety & security at work: Well versed with health and safety measures in terms of personal safety and equipment safety relevant to finishing occupation. • Follow industrial regularity and organizational requirements: Carry-out work in accordance with organizational guidelines and procedures, identify and report any possible deviation. 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Overview on leather industry and generic skills	Session1- Introduction to Leather Industry and Helper-Finishing Operations	The trainee will be able to: <ul style="list-style-type: none"> • Explain the importance of leather industry and describe leather manufacturing process 	NA	<ul style="list-style-type: none"> • Ice-breaker/ Interactive lecture 	Chairs, Trainers desk and computer, Student table, Projector, White projector screen, White board, Flipchart display stand, Safety hazard	3 hours

						signs, Newspaper, Stationery, PPE set	
		Session 2- Hazards, Safety and Health	The trainee will be able to: <ul style="list-style-type: none"> • Explain general hazards or risk that can lead to accidents • Follow basic safety, health and hygiene measures 	NA	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	Chairs, Trainers desk and computer, Student table, Projector, White projector screen, White board, Flipchart display stand, Safety hazard signs, Newspaper, Stationery, PPE set	7 hours
		Session 3- Workplace Skills	The trainee will be able to: <ul style="list-style-type: none"> • Carry-out communication effectively with co-workers in writing as well as orally • Read the documents that are necessary to carry-out helper's task 	LSS/N0812 SA1, SA2, SA3, SA4, SA5, SA6 LSS/N0813 SA1, SA2, SA3, SA4, SA5, SA6 LSS/N8501 SA1, SA2, SA3, SA4, SA5, SA6 LSS/N8601 SA1, SA2, SA3, SA4, SA5, SA6 LSS/N8701 SA1, SA2, SA3, SA4, SA5, SA6	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	Chairs, Trainers desk and computer, Student table, Projector, White projector screen, White board, Flipchart display stand, Safety hazard signs, Newspaper, Stationery, PPE set	7 hours
2	Assist in finishing operations in finished leather	Session 4 - Prepare for Finishing operations in finished leather manufacturing	The trainee will be able to: <ul style="list-style-type: none"> • Make sure that the work area is free from hazards • Obtain and check equipment, PPE etc. • Assist in processing the material by carrying out mechanical operations and follow the correct sequence of operations 	LSS/N0812 PC1, PC2, PC3, PC4 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB1, KB6, KB7, KB8, KB9, KB10 SB1, SB2	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	Cleansing agent, Chart paper, Sketch pens, Trolleys, Job card, PPE	8 hours

		<p>Session 5 - Prepare for Finishing operations in finished leather manufacturing</p>	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> • Accurately follow the essential information contained in the work ticket • Handle and move the material in the most effective manner and in the correct sequence • Check that the material is free from fault and fit for processing at the next stage and report to the supervisor/ quality controller 	<p>LSS/N0812 PC5, PC6, PC7, PC8 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB1, KB6, KB7, KB8, KB9, KB10 SB3</p>	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<p>Cleansing agent, Chart paper, Sketch pens, Trolleys, Job card, PPE</p>	<p>8 hours</p>
		<p>Session 6 - Prepare for finishing operations in finished leather manufacturing</p>	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> • Sort and place work to assist with the next stage of production and minimize the risk of damage • Ask politely for help and information from your colleagues, supervisor when necessary • Anticipate and respond to requests for assistance from colleagues willingly 	<p>LSS/N0812 PC9, PC10, PC11 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB1, KB6, KB7, KB8, KB9, KB10 SB3, SB6, SB7</p>	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<p>Cleansing agent, Chart paper, Sketch pens, Trolleys, Job card, PPE</p>	<p>8 hours</p>
		<p>Session 7 - Provide assistance in fat liquoring and softening processes</p>	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> • Assist in application of fats and oils, flexing and rolling the crust leather • Scrape hide with tool to expel moisture and scum • Hand over the crust leather to the machine operator and collect and stack the same 	<p>LSS/N0812 PC12, PC13, PC14 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB7, KB8, KB9, KB10 SB4, SB5, SB9</p>	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<p>Vegetable oil based fat liquor, Synthetic fat liquors, Cationic fat liquors, Fish oil based fat liquor, Sulphated fat liquors, Job cards, Sponge, Cloth</p>	<p>8 hours</p>

		Session 8 - Provide assistance in fat liquoring and softening processes	The trainee will be able to: <ul style="list-style-type: none"> Assist in application of fats and oils, flexing and rolling the crust leather Scrape hide with tool to expel moisture and scum Hand over the crust leather to the machine operator and collect and stack the same 	LSS/N0812 PC12, PC13, PC14 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB7, KB8, KB9, KB10 SB4, SB5, SB9	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Vegetable oil based fat liquor, Synthetic fat liquors, Cationic fat liquors, Fish oil based fat liquor, Sulphated fat liquors, Job cards, Sponge, Cloth	8 hours
		Session 9 - Provide assistance in fat liquoring and softening processes	The trainee will be able to: <ul style="list-style-type: none"> Pass the completed crust leather to the next stage of production Clean the work equipment and work area 	LSS/N0812 PC15, PC16 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB7, KB8, KB9, KB10 SB4, SB5	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Vegetable oil based fat liquor, Synthetic fat liquors, Cationic fat liquors, Fish oil based fat liquor, Sulphated fat liquors, Job cards, Sponge, Cloth	8 hours
		Session 10 - Provide assistance in coating Process	The trainee will be able to: <ul style="list-style-type: none"> Assist in machine application processes by positioning the crust leather on bed of machine Assist in hand application processes by placing the crust leather over the metal grid 	LSS/N0812 PC17, PC18 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB3, KB7, KB8, KB9, KB10 SB4, SB5, SB10	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Job card, Color dyes, Pigments, Binders, Waxes Pad, Brush, Sponge, Gloves, Crepe rubber, Hand-spray gun, Wool leather combing, Glazing machine, Polishing machine, Burnishing machine, Roller press, Embossing machine, Plating machine, Leather materials	8 hours
		Session 11 - Provide assistance in coating Process	The trainee will be able to: <ul style="list-style-type: none"> Assist in machine application of finishing coats 	LSS/N0812 PC19, PC20 KA1, KA2, KA3, KA4, KA5, KA6, 7, KA8,	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration 	Job card, Color dyes, Pigments, Binders, Waxes Pad, Brush, Sponge, Gloves, Crepe rubber,	8 hours

			<ul style="list-style-type: none"> Assist in finishing coats by hand that include padding, spraying, brushing 	KA9, KA10 KB2, KB3, KB4, KB7, KB8, KB9, KB10 SB4, SB5, SB11	<ul style="list-style-type: none"> Practice session 	Hand-spray gun, Wool leather combing, Glazing machine, Polishing machine, Burnishing machine, Roller press, Embossing machine, Plating machine, Leather materials	
		Session 12 - Provide assistance in coating Process	The trainee will be able to: <ul style="list-style-type: none"> Pass the completed crust leather to the next stage of production Clean the equipment and work area 	LSS/N0812 PC21, PC22 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB3, KB7, KB8, KB9, KB10 SB4, SB5, SB12	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Job card, Color dyes, Pigments, Binders, Waxes Pad, Brush, Sponge, Gloves, Crepe rubber, Hand-spray gun, Wool leather combing, Glazing machine, Polishing machine, Burnishing machine, Roller press, Embossing machine, Plating machine, Leather materials	8 hours
		Session 13 - Provide assistance in vacuum dry process	The trainee will be able to: <ul style="list-style-type: none"> Assist in spreading out the leather, grain down, on a smooth surface to which heat is applied Help operator placing a vacuum hood over the surface, to apply vacuum in drying the leather 	LSS/N0812 PC23, PC24, PC25 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB7, KB8, KB9, KB10	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Hides/skins for drying, Drying machine, Cloth and cleansing agent	8 hours

		Session 14 - Provide assistance in plating, glazing and embossing processes	The trainee will be able to: <ul style="list-style-type: none"> Assist the operator by positioning the crust leather on bed of machine for finishing processes Pull it from the machine table after the process and stack it as mandate 	LSS/N0812 PC26, PC27, PC28 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB5, KB7, KB8, KB9, KB10 SB4, SB5, SB8, SB13	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Dyed leather, Plate, Brush, Sponge, Heat resistant gloves, Plating machine, Glazing machine, Embossing machine	5 hours
		Session 15 - Provide assistance in plating, glazing and embossing processes	The trainee will be able to: <ul style="list-style-type: none"> Assist the operator by positioning the crust leather on bed of machine for finishing processes Pull it from the machine table after the process and stack it as mandate 	LSS/N0812 PC26, PC27, PC28 KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10 KB2, KB5, KB7, KB8, KB9, KB10 SB4, SB5, SB8, SB13	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Dyed leather, Plate, Brush, Sponge, Heat resistant gloves, Plating machine, Glazing machine, Embossing machine	4 hours
3	Support to achieving product quality in finishing operations	Session 16- Product quality	The trainee will be able to: <ul style="list-style-type: none"> Carry out lubrication of the leather as per the specifications and assist in ensuring that the colour mixing and colour matching Coating/s to be applied are correctly selected and given to the operator Close the spray booth to minimize emission into the working environment 	LSS/N0813 PC1, PC2, PC3, PC4 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB1, SB2, SB3	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Sample leather defects materials, Leather thickness measuring gauge, Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles	8 hours

		Session 17- Product quality	The trainee will be able to: <ul style="list-style-type: none"> Assist in doing small corrections in color and adjustments Ensure that the leather is smooth and glossy after the ironing process Ensure that the desired pattern is achieved after embossing 	LSS/N0813 PC5, PC6, PC7 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB4, SB5	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Sample leather defects materials, Leather thickness measuring gauge, Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles	8 hours
		Session 18- Commonly found defects	The trainee will be able to: <ul style="list-style-type: none"> Assist in ensuring that each single leather side is measured at the end of the production process Assist in using the bally penetrometer for assessing the water permeability and water absorption Assist in assessing the leather thickness, color tone, feel and faultiness of each side 	LSS/N0813 PC8, PC9, PC10 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB6, SB7	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Sample leather defects materials, Leather thickness measuring gauge, Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles	8 hours
		Session 19- Contribute to achieving product quality	The trainee will be able to: <ul style="list-style-type: none"> Ensure the leathers are bound together in bundles, piled on pallets and shrink-wrapped Carry out quality checks at agreed intervals and in the approved way Recognize, isolate and report any deviations from normal 	LSS/N0813 PC11, PC12, PC13, PC14 KA2 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB9, SB10, SB11	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	•Sample leather defects materials, Leather thickness measuring gauge, Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles	8 hours

			<ul style="list-style-type: none"> Identify process problems that effect product quality and report them promptly to appropriate people 				
		Session 20- Contribute to achieving product quality	The trainee will be able to: <ul style="list-style-type: none"> Maintain the continuity of production and identify faults and irregularities in equipment and machinery Follow reporting procedures and provide necessary inputs to maintain records and documentation 	LSS/N0813 PC15, PC16, PC17, PC18 KA1, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11, KA12, KA13, KA14 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB8, SB12, SB13	LSS/N0813 PC15, PC16, PC17, PC18 KA1, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KA11, KA12, KA13, KA14 KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8 SB8, SB12, SB13	<ul style="list-style-type: none"> Sample leather defects materials, Leather thickness measuring gauge, Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles 	6 hours
4	Maintain the Work Area, Tools and Machines	Session 21- Maintenance of Work Area	The trainee will be able to: <ul style="list-style-type: none"> Handle and use work area safely and correctly Prepare and organize work, and also use correct lifting and handling procedures Maintain a clean working area and deal with work interruptions Move around the workplace with care and work in comfortable position Maintain proper lighting, ventilation to make sure general comfort is there while working 	LSS/N8501 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC13, PC18, PC21 KA1, KA2, KA3, KA4, KA5, KA10, KA13 KB1, KB2, KB3, KB7, KB8, KB12, KB14, KB15 SB3, SB5, SB7, SB9	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles, Cleaning cloth, Water bucket, Cleaning materials, Mop, Dust bin, Broom	8 hours

		Session 22- Maintenance of Tools and Machines	The trainee will be able to: <ul style="list-style-type: none"> • Maintain tools and equipment • Carry out maintenance and/or cleaning outside responsibility • Ensure that the correct machine guards are in place • Use and store cleaning equipment safely 	LSS/N8501 PC8, PC9, PC10, PC12, PC14, PC16 KA10, KA11, KA13 KB8, KB9, KB10, KB13 SB2, SB3, SB6, SB7, SB10	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<ul style="list-style-type: none"> •Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles, Cleaning cloth, Water bucket, Cleaning materials, Mop, Dust bin, Broom 	8 hours
		Session 23- Maintenance of Tools and Machines	The trainee will be able to: <ul style="list-style-type: none"> • Maintain tools and equipment • Carry out maintenance and/or cleaning outside responsibility • Ensure that the correct machine guards are in place • Use and store cleaning equipment safely 	LSS/N8501 PC8, PC9, PC10, PC12, PC14, PC16 KA10, KA11, KA13 KB8, KB9, KB10, KB13 SB2, SB3, SB6, SB7, SB10	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<ul style="list-style-type: none"> •Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles, Cleaning cloth, Water bucket, Cleaning materials, Mop, Dust bin, Broom 	8 hours
		Session 24- Reporting and Documentation	The trainee will be able to: <ul style="list-style-type: none"> • Report unsafe equipment and the need for maintenance occurrences • Dispose of waste safely in the designated location • Give inputs and store accurate records and documentation • Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration 	LSS/N8501 PC1, PC11, PC15, PC17, PC19, PC20, PC22 KA6, KA7, KA8, KA9, KA12, KA14 KB4, KB5, KB6, KB11 SB1, SB4, SB8, SB11	<ul style="list-style-type: none"> • Interactive lecture • Group Activity • Demonstration • Practice session 	<ul style="list-style-type: none"> •Gloves, Helmet, Safety shoe, Ear plug, Apron, Goggles, Cleaning cloth, Water bucket, Cleaning materials, Mop, Dust bin, Broom 	8 hours

5	Comply with Health, Safety and Security Requirements at Workplace	Session 25- Health, Safety and Security at Workplace	The trainee will be able to: <ul style="list-style-type: none"> Comply with health and safety related instructions and guard against dependency on intoxicants Use PPE and carry out activities in line procedures Follow EMS procedure and safely move the waste and debris Identify and report any malfunction in machinery Store materials and equipment in line 	LSS/N8601 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9 KA1, KA3, KA5 KB1, KB2, KB3, KB4, KB5, KB6, KB7 SB1, SB2, SB4, SB8, SB9, SB10	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	First aid kit, Fire extinguisher, PPE Set	8 hours
		Session 26- Health, Safety and Security at Workplace	The trainee will be able to: <ul style="list-style-type: none"> Minimize health and safety risks to self and others Seek clarifications, from supervisors and monitor the workplace Carry out periodic walk-through and report hazards to keep the work area clean Participate in mock drills/ evacuation procedures organized at the workplace and follow them Take action during fire, emergencies and accidents and undertake medical assistance if required 	LSS/N8601 Pc10, PC11, PC12, PC13, PC14, PC15, Pc16, PC17, PC18 KA2, KA3, KA4, KA6, KA7, KA8, KA9, KA10 KB1, KB2, KB3, KB4, KB5, KB6, KB7 SB3, SB5, SB6, SB7, SB11	<ul style="list-style-type: none"> Interactive lecture Group Activity Demonstration Practice session 	•First aid kit, Fire extinguisher, PPE Set	8 hours

6	Comply with Industry, Regulatory and Organizational Requirements	Session 27- Legal, Regulatory and Organizational Requirements	<p>The trainee will be able to:</p> <ul style="list-style-type: none"> • Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures • Seek and obtain clarifications on policies and procedures • Apply and follow policies and procedures within your work practices • Provide support to the supervisor and team members • Identify and report any possible deviation to requirements 	<p>LSS/N8701 PC1, PC2, PC3, PC4, PC5 KA1, KA2, KA3, KA4 KB1, KB2, KB3 SB1, SB2, SB3, SB4, SB5, SB6</p>	<ul style="list-style-type: none"> • Interactive lecture • Group Activity 	PPT, Sample legal documents	8 hours
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Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Helper-Finishing Operations	
Job Role	Helper-Finishing Operations (Finished Leather)
Qualification Pack	LSS/Q0804 , Version 1.0
Sector Skill Council	Leather

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each qualification pack will be created by the sector skill council. Each performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 50% aggregate.
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

ASSESSMENT OUTCOME (NOS CODE AND DESCRIPTION)	ASSESSMENT CRITERIA (PC)	Total Marks	Out Of	MARKS ALLOCATION	
				Theory	Skills Practical
1. LSS/N0812 Assist in finishing operations in finished leather	PC1. Check that the work area is free from hazards	100	3	0	3
	PC2. Obtain and check equipment , protective clothing and other necessary requirements for service ability		2	0	2
	PC3. Assist in processing the material by carrying out chemical and mechanical operations		3	0	3
	PC4. Follow the correct sequence of operations		3	0	3

	PC5. Accurately follow the essential information contained in the work ticket		13	10	3
	PC6. Handle and move the material in the most effective manner and in the correct sequence		3	0	3
	PC7. Check that the material is free from fault and fit for processing at the next stage		3	0	3
	PC8. Report any damaged work to the supervisor/quality controller		2	0	2
	PC9. Sort and place work to assist with the next stage of production and minimize the risk of damage		12	10	2
	PC10. Ask for help and information from your colleagues, supervisor when necessary, in a polite manner		3	0	3
	PC11. Anticipate and respond to requests for assistance from colleagues willingly and politely		3	0	3
	PC12. Assist in application of fats and oils (Fat liquoring process), flexing and rolling the crust leather under pressure for converting into finished form.		2	0	2
	PC13. Scrape hide with tool to expel moisture and scum left from tanning; apply grease, oil, soap or other compounds		3	0	3
	PC14. In case of machine operations, hand over the crust leather to the machine operator and collect and stack the same once process is completed		3	0	3
	PC15. Pass the completed crust leather to the next stage of production		2	0	2
	PC16. Clean the work equipment and work area		3	0	3
	PC17. Assist in machine application processes by positioning the crust		5	0	5
	PC18. Place leather on bed of machine in the right manner and pull it out of the machine and stack it separately		2	0	2
	PC19. Assist in machine application of finishing coats which involves: <ul style="list-style-type: none"> • colour mixing and matching • mechanical application (roller coating, curtain coating, laminating - film application) 		2	0	2

	<ul style="list-style-type: none"> applying heat or pressure (iron, embossing, plate, burnishing, polishing, glazing) wool finishing (combing and polishing, clipping) 				
	PC20. Assist in finishing coats by hand that include <ul style="list-style-type: none"> Padding Spraying brushing 		2	0	2
	PC21. Pass the completed crust leather to the next stage of production		2	0	2
	PC22. Clean the equipment and work area		2	0	2
	PC23. Assist in spreading out the leather, grain down, on a smooth surface		2	0	2
	to which heat is applied.		7	5	2
	PC24. Help operator placing a vacuum hood over the surface, to apply vacuum in drying the leather		7	5	2
	PC26. Assist the operator by positioning the crust leather on bed of machine for finishing processes		2	0	2
	PC27. Pull it from the machine table after the process and stack it as mandated		1	0	1
	PC28. Clean the equipment and work area		1	0	1
		NOS Total	100	30	70
2. LSS/N0813 Support to achieving product quality in finished leather finishing operations	PC1. Carry-out lubrication of the leather as per the specifications after the fat liquoring process	50	1	0	1
	PC2. Assist in ensuring that the colour mixing and colour matching is achieved as per the specifications		6	5	1
	PC3. Coating/s to be applied are correctly selected or obtained and given to the operator		10.5	10	0.5
	PC4. Close the spray booth to minimize emission into the working environment and that the finish has been applied as per the specifications.		1	0	1
	PC5. Assist in doing small corrections in color and adjustments to the		0.5	0	0.5
	desired end tone		6	5	1
	PC6. Ensure that the leather is smooth and glossy after the ironing process		1	0	1
	PC7. Ensure that the desired pattern is achieved after embossing		1	0	1

	PC8. Assist in ensuring that each single leather side is measured at the end of the production process		0.5	0	0.5
	PC9. Assist in using the bally penetrometer or a maser tester for assessing the water permeability and water absorption		0.5	0	0.5
	PC10. Assist in assessing the leather thickness, color tone, feel and faultiness of each side		1	0	1
	PC11. Ensure the leathers are bound together in bundles, piled on pallets		10.5	10	0.5
	and shrink-wrapped		1	0	1
	PC12. Carry-out quality checks at agreed intervals and in the approved way		0.5	0	0.5
	PC13. Recognize, isolate and report any deviations from normal		1	0	1
	PC14. Identify process problems that effect product quality and report them promptly to appropriate people		6	5	1
	PC15. Maintain the continuity of production with minimum interruptions and downtime		0.5	0	0.5
	PC16. Identify faults and irregularities in equipment and machinery and take action within the limits of your responsibility		0.5	0	0.5
	PC17. Follow reporting procedures		0.5	0	0.5
	PC18. Provide necessary inputs to maintain records and documentation		0.5	0	0.5
		NOS Total	50	35	15
3. LSS/N8501 Maintain the work area, tools and machines	PC1. Handle materials, machinery, equipment and tools safely and correctly	50	2	0	2
	PC2. Use correct lifting and handling procedures		2	0	2
	PC3. Use materials to minimize waste		2	0	2
	PC4. Prepare and organize work		2	0	2
	PC5. Maintain a clean and hazard free working area		2	0	2
	PC6. Deal with work interruptions		2	0	2
	PC7. Move around the workplace with care		2	0	2
	PC8. Maintain tools and equipment		2	0	2

	PC9. Carry-out running maintenance within agreed schedules		4	2	2
	PC10. Carry-out maintenance and/or cleaning outside responsibility		2	0	2
	PC11. Report unsafe equipment and other dangerous occurrences		2	0	2
	PC12. Ensure that the correct machine guards are in place		2	0	2
	PC13. Work in a comfortable position with the correct posture		8	6	2
	PC14. Use cleaning equipment and methods appropriate for the work to be carried out		2	1	1
	PC15. Dispose of waste safely in the designated location		2	1	1
	PC16. Store cleaning equipment safely after use		1	0	1
	PC17. Complete and store accurate records and documentation		2	1	1
	PC18. Maintain proper lighting, ventilation to make sure general comfort is there while working		2	1	1
	PC19. Give inputs and assist in completing documentation		2	1	1
	PC20. Report the need for maintenance and/or cleaning outside your area of responsibility		2	1	1
	PC21. Ensure safe and correct handling of materials, equipment and tools		1	0	1
	PC22. Maintain appropriate environment to protect stock from pilfering, theft, damage and deterioration		2	1	1
		NOS Total	50	15	35
4. LSS/N8601 Maintain health, safety and security at workplace	PC1. Comply with health and safety related instructions applicable to the workplace	25	1	0	1
	PC2. Use and maintain personal protective equipment as per protocol		1	0	1
	PC3. Carry-out own activities in line with approved guidelines and procedures		0.5	0	0.5
	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants		1	0	1
	PC5. Follow environment management system related procedures		5.5	5	0.5

	PC6. Identify and correct (if possible) malfunctions in machinery and equipment		1	0	1
	PC7. Report any service malfunctions that cannot be rectified		1	0	1
	PC8. Store materials and equipment in line with manufacturer's and organizational requirements		1	0	1
	PC9. Safely handle and move waste and debris		1	0	1
	PC10. Minimize health and safety risks to self and others due to own actions		1	0	1
	PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks		0.5	0	0.5
	PC12. Monitor the workplace and work processes for potential risks and threats		1	0	1
	PC13. Carry-out periodic walk-through to keep work area free from hazards and obstructions, if assigned		0.5	0	0.5
	PC14. Report hazards and potential risks/ threats to supervisors or other authorized personnel		1	0	1
	PC15. Participate in mock drills/ evacuation procedures organized at the workplace		0.5	0	0.5
	PC16. Undertake first aid, fire-fighting and emergency response training, if asked to do so		1	0	1
	PC17. Take action based on instructions in the event of fire, emergencies or accidents		0.5	0	0.5
	PC18. Follow organization procedures for shutdown and evacuation when required		6	5	1
		NOS Total	25	10	15
5. LSS/N8701 Comply with industry, regulatory and organizational requirements	PC1. Carry-out work functions in accordance with legislation and regulations, organizational guidelines and procedures	25	8	5	3
	PC2. Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel		3	0	3

	PC3. Apply and follow these policies and procedures within the work practices		3	0	3
	PC4. Provide support to the supervisor and team members in enforcing these considerations		3	0	3
	PC5. Identify and report any possible deviation to these requirements		8	5	2
		NOS Total	25	10	15
	Grand Total	250	250	100	150

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, 30 marks are allotted for Theory and & 70 for Skills Practical.



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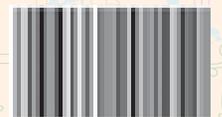
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