Preface

The Training Manual for Sanitary Napkin Enterprise is intended for all those trainers and facilitators, who would be expending their energies in the task of equipping women groups to initiate, operate and sustain a Sanitary Napkin Enterprise. This Manual lays down the expectations from the trainer and the objectives of the training program. Nevertheless, the trainer can expand or concise the content considering the needs and the capacity of comprehension of the participants.

The modules laid out in the four phases of the training are pre-tested and have helped the concerned groups to have an enjoyable and fruitful learning experience. The different sections are arranged in such a fashion that the users will find this manual useful for logical and sequential planning and adapt it to the said situation.

It has been revealed that the women associated with this initiative are more open to discussing with other women in the villages on MHM (Menstrual Hygiene Management). They are also not hesitant to talk about it before men. A major part of their promotional activity for the product is one-on-one or group interactions with local women and adolescent girls. Some of the women and girls associated have ventured out for work for the very first time and are now working at the Unit.

These Units have an immense potential to engage the community in the issue of MHM as well.

The Manual, which will be translated into local languages, has been developed to strengthen the movement wherein women groups themselves participate in finding solutions and act as instruments of change in the issues that affect them and in the process of doing so are benefitted economically and socially.

SACRED, Aurangabad has supported in the drafting of the content of this Manual and also pre-testing at the field level.

August, 2011

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Background

Last year, the Ministry of Health and Family Welfare, (DoH&FW) Government of India, introduced the Operational Guidelines for Promotion of Menstrual Hygiene among Adolescent Girls (10-19 years) issued by the NRHM (2010).

The focus of the concerned programme is on the rural areas and it aims towards increasing awareness among Adolescent Girls on Menstrual Hygiene, increase access to Sanitary Napkins (SN) and ensure safe disposal of SN. The above stated Operational Guidelines, however, revolve mainly around the accessibility and distribution of SN (produced by multinationals) to AGs in the rural areas. Out of the 33 districts in Maharashtra, 8 districts have been identified by GoI for procurement of SN directly from multinationals (Nandurbar, Dhule, Akola, Buldhana, Latur, Amravati, Beed and Satara). For the rest of the 25 districts, efforts would be geared towards engaging only SHGs for production of SN. The production, sales and distribution of napkins could be done exclusively by SHGs in those districts that already have SHG run SN production units and where the WSSD has a plan to initiate more such production units. Currently, Osmanabad has been selected to demonstrate the above among the remaining 25 districts.

It is suggested that the most preferable way forward with regards to the production of affordable sanitary napkins, social marketing of the sanitary napkins (demand generation and supply chain management) is by the strong network of SHGs in Maharashtra. Involving SHG groups is certainly sustainable, more empowering and will provide income to several SHG women. However, it is felt that it will not be possible to do this immediately in all the designated districts. In districts where SHGs are not very strong, their capacity would be built up for further roll out through them.

Under the Jalswaraj project, Water Supply and Sanitation Department, 10 SHG led sanitary napkin production units were promoted by the department in 8 districts last year. The product has been registered as ‘Nirmal Sanitary Napkin’. In a recent UNICEF study on ‘Menstrual Hygiene & Feasibility of existing SHG Run Production Units’ (2010) it was found that most of the production units started in 2009 & 2010 are not functioning and flourishing as expected due to a variety of reasons. The study covered the productions units in 8 districts, namely, Sholapur, Parbhani, Chandrapur, Kolhapur, Yavatmal, Wardha, Jaina and Nashik. Some of the major reasons are a lack of capacity building in terms of mechanization, capacity to express the operational part, awareness generation, record keeping within the units, demand supply management, liaisoning with the customers, marketing issues, etc. It was concluded that though the SHGs involved with the production units are strong and enthusiastic, they, however, are not trained appropriately on business planning and are not prepared to see the project from a business perspective. Most units are running into losses. None of the units had a monthly production plan or any written record on facts like establishment, cost of raw material, and sale of pads. There was an absence of promotional activity and a distribution chain as these units are not functioning regularly.

Moreover, as UNICEF reviewed the aspirations of the women working in some of these units, it revealed without a doubt that the units were looking for growth and success. Keeping in view the motivation of various SHGs to take up the responsibility of sanitary napkin production by starting such units, the initiative of Jalswarayya (WSSD), the Guidelines (as stated above) by the Health Department and the huge scope of scaling up of the MHM initiative in Maharashtra, there is a need to enhance the capacities of the existing operational SN Enterprises in the state.

Hence, UNICEF along with the Water Supply & Sanitation Department tried to address the need by designing a training manual that would be relevant for appropriate skill-building such as entrepreneurship and management, leadership and motivation, production, standards and quality, packaging, storage and distribution, marketing and sales, accounting and financial reporting, handling consumer feedback and any other skills as required in the business of production and sales of SN and running of a Sanitary Napkin Enterprise.
About the Training Manual

The entire training process comprises of 11 days consisting of four phases, which includes, orientation training for three days, hands on training for five days, thematic training for two days and later debriefing for one day.

The following is the overview of the Training Manual:

Phase I
Training: Orientation
Duration: 3 days
Objectives
• To orient women group members on different aspects of SN Enterprise
• To introduce the skills, technology and necessary information essential for starting a Sanitary Napkin Enterprise
• To impart a realistic understanding on the challenges and opportunities related to the Sanitary Napkin Enterprise
• To develop a perspective on menstrual hygiene management and its various aspects and how such an enterprise is connected to raising awareness on the same
• To create an understanding and impart skills on all the different aspects of a Sanitary Napkin Enterprise including, but not limited to, production, logistics, sales, storage, accounts, record keeping, housekeeping

Phase II
Training: Hands-on training
Duration: 5 days
Objectives
• To ensure saleable product by the Unit
• To equip the unit members to deal with operational issues

Phase III
Training: Thematic Training
Duration: 2 days
Objectives
• To impart specialized skills to support sustainability of the Enterprise
• To equip members with an in-depth understanding on certain key crucial processes

Phase IV
Training: Debriefing
Duration: 1 day
Objectives
• To share achievements and learning
• To achieve a clear definition of roles and responsibilities
• To plan for future sustainability
• To achieve clear comprehension of post-production issues

The methodology for sessions and supplementary information is also given in the form of briefing notes. This booklet lays down expectations from the trainer

How to use the Training Manual
Trainers need to make sure that they have information on the level of education of trainees before they start preparing notes/handouts. The trainer can expand or concise any of the matter considering the needs and the capacity of comprehension of the trainees.

Trainers are expected to refer to the guidelines provided in this Module while conducting the training sessions. In addition to this, they would be required to elucidate each of the sessions with the support of other relevant information. To convey this information to the trainees, trainers are expected to refer to other available materials as well. Trainers need to use the medium of group discussion, group work, role plays, case studies, etc. to make the sessions more interactive and lively. Interaction with the trainer and among the trainees is not an option but a necessity.

Though the training imparts knowledge and skills, the participation of the trainees is also necessary. Trainers are required to endeavor to boost the confidence of the trainees as well as channelize their enthusiasm. Trainees should be assessed on their individual skills and also encouraged to develop their abilities as entrepreneurs. The trainers would need to make it essential for the groups to communicate with each other regularly and share information on a continuous basis, not just during the four training phases.

Trainers should be aware and reiterate at all times that the production of SN is but a part in improving personal hygiene for rural women.

The schedules for the modules are of a guiding nature. The sequence and allotted time can be changed according to the requirement of the group. Moreover, the timeframe to complete the entire training i.e. the four phases and the period between the phases need to be decided upon by the trainers and trainees mutually. It will also need to take into account the overall vision and pace of the growth of the project as well as each enterprise.

The trainer can use the medium of group discussion in case he/she finds the participants ability to grasp of a greater level in relation to any subject. During group-work sessions effective methods like role-playing can be used. Use of case study methods related to group enterprises would also prove useful for the participants.

Who will use the Training Manual
To achieve the objectives of the training program, it is necessary to acquire expert and experienced Resource Persons to instruct and interact with the trainees during the sessions. There is a need of professional Resource Persons from a variety of fields including
ORIENTATION

During this phase, all the members of the Sanitary Napkin Enterprise receive an overall orientation to the various aspects of the Enterprise. The trainers are expected to keep the orientation sessions comprehensive and at the same time the information needs to be conveyed in simple language without the use of jargon. The overview given during this phase of training would set the tone for the subsequent trainings and would prepare the trainees to consider various critical aspects of the enterprise like selling apart from production. Ice breakers, games, role plays and group exercises could be used to elaborate the topics as per suitability and to enhance learning and participation.

Expected qualities and experience of Resource Persons

- Detailed subject knowledge
- Good communication skills
- Experience of conducting training programs for women groups that are not highly educated
## Orientation

**Duration:** Three days  
**Trainees:** Women Members of Sanitary Napkin Enterprise (two enterprises)  
**Nature:** Residential  
**No. of trainees:** 20-30  
**No. of trainers:** 3-4

### Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Duration</th>
<th>Subject</th>
<th>Page Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>09.00 am to 09.30 am (30 minutes)</td>
<td>Registration</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09.30 am to 10.15 am (45 minutes)</td>
<td>Introduction, Objectives, Expectations &amp; Instructions</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.30 am to 12.30 pm (2 hours)</td>
<td>Menstruation &amp; MHM-Physical, psychological and social aspects</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01.30 pm to 03.00 pm (1 hour &amp; 30 minutes)</td>
<td>Sanitary Napkin Enterprise-Opportunities, Challenges &amp; Requirements</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>03.15 pm to 05.00 pm (1 hour &amp; 45 minutes)</td>
<td>Overview of the Sanitary Napkin Enterprise</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>05.15 pm to 06.15 pm (1 hour)</td>
<td>Production of Sanitary Napkins</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>09.30 am to 09.45 am (15 minutes)</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>09.45 am to 11.00 am (1 hour &amp; 15 minutes)</td>
<td>Production of Sanitary Napkins</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.15 am to 12.45 pm (1 hour &amp; 30 minutes)</td>
<td>Quality Assurance</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.45 to 01.30 (45 minutes)</td>
<td>Sales &amp; Marketing</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The time table given above is only of a guiding nature. The sequence and allotted time can be changed according to the requirement of the group. Fifteen Minutes have been allotted pre and post lunch for a tea/coffee break.
Registration
Duration: 30 minutes

This would include registration of participants, distribution of training material and allotment of accommodation. The registration should be carried out at a separate. A register should be used for registration. Sets of training material should be prepared in advance for distribution. Badges would need to be given to every trainee.

After completion of registration, the list of invited participants should be compared with list of registered participants so that contact with the absent members can be established as per need. Before the beginning of the next session, it should be ensured that all participant trainees are registered.

Trainee badge to have the following details:
- Name of host Organization
- Name of the Training
- Name of the trainee
- Venue and duration

REGISTRATION
The following information about trainees needs to be collected during registration–
Full name of the trainee
Name of organization
Address
Telephone Number
Age
Education
Other relevant skills

Important information about the trainee is obtained through this process that would be to some extent useful for the trainers in deciding methods of training.

TRAINING KIT
Training material giving detailed information on the content of the sessions in the form of reference material/handouts is always useful for the trainees during the training and afterwards as well. The training kit could also include:
- Training schedule
- Suggestion card
- Note book and Pen
- Training evaluation/feedback form
- Market survey form

If trainees are provided with a bag/folder, that would help them keep the material together and also they can carry it to the training premises.

Session 1
Introduction, Objectives, Expectations & Instructions
Duration: 45 minutes

Introduction
Introduction among trainees and with the group of trainers is very important before the actual training begins. A round of introduction can provide helpful information and help break the ice. This session would also play a significant role in bringing in a bit of informality, help the trainees to relax and preparing the trainees for participation.

Various methods can be adopted to make this round of introduction participative, interesting and lively.

Information anticipated in the introduction round:
- Name of the trainee
- Educational qualifications
- Name of the Village/Town

Objectives of the training
The concerned training is arranged keeping in view specific objectives that need to be clearly laid out before the trainees. Hence, it is necessary to give information about the nature of the training as well as the objectives of the training to them. If trainees receive this information in totality, it would elicit participation.
Cooperation of the trainees is extremely important for the success of the training. To ensure this, proper instructions should be given to the trainees. After conveying the instructions clearly, it would be better to display them on a notice board in the training classroom/premises. This can be used as a reference as and when required by the trainees. Moreover, it is necessary for the trainees to know about the entire schedule before the beginning of the program. For this purpose, the trainees need to be asked about their expectations. The trainers should also spell out what they expect from the trainees. Many a times, lack of this information is one of the major reasons behind the feeling of estrangement between trainers and trainees as expectations of the trainers are not conveyed to the trainees nor are the expectations of the trainees known to the trainers.

A mutual understanding of these will help in achieving the objectives of the program.

### Instructions & Expectations

**Session 2**

**Menstruation & MHM-Physiological, Psychological and Social aspects**

**Duration:** 2 hours  
**Methods:** Lecture, Discussion

During this session, the correlation between the Sanitary Napkin Enterprise, its necessity and relation with women’s health and hygiene would be explained in a comprehensive manner.

The said initiative could be looked at in the following ways:
- Women would earn their livelihood through the business thus bringing about an increase in the family income and ultimately helping to improve their standard of living.
- This product is related to women’s health and personal hygiene. Hence, it would be beneficial for producers as well as consumers. If women would get Sanitary Napkins at reasonable prices, there would result in the eventual safeguarding of their health.

Information can be shared with keeping in mind the following

**Menstrual Hygiene**

Menstrual hygiene is given minimal importance in the framework of sanitation and is often a neglected aspect of health related policies. The practice of good menstrual hygiene reduces the incidence of reproductive tract infection (RTI). The consequences of RTIs are severe and may result in significant negative impact to a woman’s health. They include chronic pelvic pain, dysmenorrhoea (painful periods) and in severe cases infertility.

There is a dire need to understand the very basics of MHM (Menstrual Hygiene Management) and that too in Indian context. MHM in a broader sense includes - Creation of awareness about menstrual cycle among adolescent girls & women (even among adolescent boys); motivation against some taboos & myths associated with menstruation, maintenance of hygiene during menses, and nutrition & other requirements during the periods.

### Challenges to Menstrual Hygiene Practices in India

A ‘culture of silence’ has manifested from the long-standing taboo attached to menstruation and menstrual hygiene practices in India. Women and adolescent girls are often hesitant to broach these topics even amongst their closest kith and kin. This stigma has contributed to the dearth of knowledge amongst females in both urban and rural communities as to the correct menstrual hygiene practices. In addition to the lack of factual information many women continue to practice cultural traditions related to menstruation, such as practices of seclusion at home, refraining from daily household tasks and prayer and remain absent from work. These practices reflect the perception of menstrual blood loss as an ‘impure’ state and not as a normal human physiological phenomenon. Consequently the constraints placed by these social and cultural norms not only impact on the health but also on the livelihood and opportunities of women. Women struggle to sustain continuous employment and the education of adolescent girls is disrupted due to periodic menstrual related absences.

In addition to poor awareness and traditional cultural practices there are further barriers to the practice of menstrual hygiene within village communities in India, which include lack of economic power and empowerment of rural women. A rural woman’s life is confined to the walls of her home. She seldom has access to any source of education or employment. Her position of economic, social and political disempowerment restricts her from being able to take her own decision, act freely on her opinion, limits her access to resources and bars her from making choices important for her overall well being. Restrictions on physical mobility and economic dependency pose a major barrier to a woman’s ability to make her choices regarding practices of menstrual hygiene.

The patriarchal structure of Indian society remains one of the biggest challenges to development of women. The secondary treatment meted out to the girl child, the nutritional biases which a girl faces from her childhood, ignorance, myths, illiteracy, lack of resources and inability to take decisions are some of the factors which impact women’s health. While an average urban Indian woman has to some extent given voice to her
concerns, the woman living in the rural areas still grapples with problems related to her reproductive and menstrual health.

The lack of disposal mechanisms is another major concern in villages and makes it a bit difficult for the women to use sanitary napkin.

Some references

MHM and SN
Sanitary Napkins are very important for menstrual hygiene and health. Personal hygiene is a sensitive issue and becomes of utmost importance during menstruation, abortion and post-delivery bleeding. If proper hygiene is not maintained while bleeding during menses, abortion and delivery, it may result in problems like skin infections, white discharge, and other ailments related to the reproductive system. Working outside home or travelling during the time of bleeding then becomes extremely difficult. With the proper use of Sanitary Napkins, this difficulty can be reduced or dealt with. The hazards related to health can be prevented resulting in no restrictions on mobility.

Expected Outcome
The trainees gained indepth understanding regarding physiological, psychological and social aspects of menstruation as well as the importance and practices of menstrual hygiene management.

Session 3
Sanitary Napkin Enterprise-Opportunities, Challenges & Requirements
Duration: 1 hour & 30 minutes
Methods: Lecture, Discussion, Case studies

During this session, discussion will be conducted on opportunities, challenges as well as resources and essential skills required for a Sanitary Napkin Enterprises. While disbursing information during the session, trainers can consider the points given in the respective text boxes.

Opportunities
The Sanitary Napkin Enterprise is filled with opportunities. This enterprise has the potential to lend women groups a status and would eventually help in increasing their credit in the society along with corresponding financial profit.

Challenges
Women groups planning to initiate the Sanitary Napkin Unit are bound to face varied challenges. A description of opportunities would encourage the trainees and, thereby, create the expected eagerness and mental readiness required for going for it. However, if challenges are also discussed simultaneously, it would give the trainees the chance to seriously and thoroughly reflect upon their decision to start such a Unit. An objective evaluation of the opportunities and challenges would help trainees arrive at an appropriate and well informed decision.

Along with this, the trainees would be in a position to adopt new attitudes, consider...
the risks involved and chart out necessary precautions, prepare themselves for the challenges and gear themselves to develop much needed capacity. The aim of this session is not to alarm the trainees rather to provide them with a realistic picture as well as a chance to discuss the measures that would be required to overcome the challenges.

**CHALLENGES**

- Competition
- Quality
- Lack of Skills
- Modernization
- Lack of availability of resources
- Contacts
- Distribution channels
- Collective Decision making
- Division of Work
- Changes in Technology
- Government Policy

**Resources Required**
The role of financial and material resources is significant while establishing the enterprise. Without resources, it is impossible to even think of it. The availability of experienced, talented and honest personnel is as important as the availability of financial and material resources. The intention of business establishment can never be materialized without the availability of these important resources mentioned above. Capital investment and working capital, building/premises, electricity and water (necessary for functioning of machinery), maintaining records, accounts, sales, purchasing as well as management of personnel is essential.

Many difficulties arise when an enterprise is started hastily without the necessary resources in place. While the group members who desire to start a Sanitary Napkin Unit are in the process of arranging these resources, they need to be familiar with the alternatives. The importance of these resources and the alternatives available for making them accessible is to be introduced during this session.

**FINANCIAL RESOURCES**
Producer groups can look at different possibilities to meet their financial needs:
- Self-funding
- Financial help from banks
- Help from various government schemes.
- Help from credit and cooperative societies, other Self Help Groups, etc.
- Several such options can be found out but funds for this industry should not be raised from private money lenders.

**MATERIAL RESOURCES**
- For resources like building/premises, water, electricity, etc. support can be taken from local self-governments, Voluntary Organizations, Cooperatives and local informal organizations.
- Resources can be availed on rental basis. Women groups could also consider purchasing a building, and other assets, etc. in case they have their own funds.

**HUMAN RESOURCES**
- The concerned women groups are the principal source of personnel for this business. Every member is expected to be able to contribute as per their capacity through division of work and responsibility. Available human resources can be enriched by capacity building, teaching of skills and its practice. Nevertheless, there could be gaps and the group would need to hire skilled personnel as per the need.

**Essential qualities and skills**
This session would be focussed on examples that would reveal the fact that one could be successful as an entrepreneur by developing and acquiring certain essential qualities and skills. Data supporting the fact that entrepreneurship skills and qualities can be acquired and developed has come forth time and again. The trainees may have doubts and questions regarding their capability to be successful entrepreneurs. The main objective of this session is to impress upon their minds that there is every possibility for them to acquire the skills and develop the qualities of entrepreneurship.

**Requirements**
- Seeking of opportunity continuously
- Foresight
- Continuous capacity building
- Urge for novelty
- Collective leadership

**QUALITIES OF ENTREPRENEUR**
- Self-motivation
- Enthusiasm
- Self-confidence
- Independent thinking
- Creativity & Imagination
- Liking for innovation
- Risk-taking attitude
- Endurance/Perseverance
- Problem solving skills
- Administrative skills
- Looking out for opportunities for growth of the business
- Foresight
- Leadership skills

**CASE STUDY**
- Case study method can be used depending upon the comprehension capacity of the trainees and the availability of appropriate case studies.
- During this session, information about known entrepreneurs could be used.
  The confidence level of the trainees could be enhanced by giving examples of dignitaries, like, D. S. Kulkami, Kirloskar, Dhirubhai Ambani, Narayan Murthi as well as of those enterprises that have been successful at the local level and have progressed greatly, e.g. the AMUL initiative, Lijjat Pappad enterprise, SEVA bank, etc. This would contribute towards increasing the interest level of the trainees. Any one of these successful cases could be elaborated upon along with the ups and downs involved in the process and the impact of an effort like that.
**Expected Outcome**
The trainees gained critical insights regarding the various opportunities and challenges ahead of them as well as developed an understanding of the essential requirements for a Sanitary Napkin Enterprise.

**Session 4**
**Overview of the Sanitary Napkin Enterprise**
*Duration: 1 hour & 45 minutes*
*Methods: Lecture, Discussion, Demonstration*

During this session, it is expected to give an overview of a Sanitary Napkin Enterprise to the trainees through discussing components, outline of a unit and personnel requirements.

**External factors that would impact the enterprise could be briefly looked at:**

**External factors**
- Groups of distributors
- Personnel for maintenance and repairing
- Suppliers
- Consumer organization
- Financing bodies
- Registration, Tax Offices
- Local Government
- Other Self Help Groups
- NGOs and CBs
- State Government
- Multilateral organizations like UNICEF

**Building/ Premises** is needed to establish existence and fulfillment of essential requirements of an industry. A separate building/premises is necessary for a Sanitary Napkin Unit, whether given by the local Government or a private person or rented or owned. While disbursing information regarding the Sanitary Napkin Production Unit, a suitable structural plan of a building/ premises needs to be presented before the trainees. It is expected that information on selection of the place, type of construction, size of building/premises, material of construction, water, electricity, toilets, and restrooms should be given while explaining the outline.

<table>
<thead>
<tr>
<th>VENUE</th>
<th>SIZE</th>
<th>CONSTRUCTION</th>
<th>ARRANGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Sufficient as per need</td>
<td>Sturdy</td>
<td>Office</td>
</tr>
<tr>
<td>At a height, if possible</td>
<td>Preferably 600 – 1000 sq. ft.</td>
<td>Permanent</td>
<td>Store room (Separate and adequate storage space) and racks for storage of raw material and finished products</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Adequate to handle future growth</td>
<td>Built to accommodate future needs</td>
<td>Separate section for production</td>
</tr>
<tr>
<td>Near a village/town</td>
<td>Enough space to move about freely without hindrances</td>
<td>Requiring minimum maintenance and cleaning</td>
<td>Space for eating meals, break/rest time</td>
</tr>
<tr>
<td>Property not under any sort of dispute</td>
<td>No need of frequently make changes within the premises</td>
<td>Capacity to endure vibration from machines</td>
<td>Water facility</td>
</tr>
<tr>
<td>Permanent or longer lease</td>
<td>Capacity to accommodate increase in the number of machines</td>
<td>Adaptability to local climate</td>
<td>Washroom/Toilets</td>
</tr>
<tr>
<td>Sufficiently ventilated</td>
<td></td>
<td>Concrete/tiled Floor</td>
<td>Reception</td>
</tr>
</tbody>
</table>
Useful Tips
• To reduce noise, the compressor could be kept outside the production unit
• Whenever there is no electricity the women could concentrate on activities that do not require electricity, like, cutting gelatin papers, stock taking, housekeeping, etc.

The Sanitary Napkin Enterprise/Unit will be started by members of one or more than one women groups. Financial investment and material requirements for this enterprise/unit are to be raised through and by these groups themselves. Ownership of the entire enterprise would need to be taken up by the members of these women groups. With this understanding, it is inevitable that most/all members of the group will be involved in this enterprise on some level or the other. Distribution of responsibilities becomes inevitable. It is vital for effective and suitable participation by appropriate persons, to avoid conflict regarding the line of authority as well as the kind of protocols followed with regards to the functioning of the Unit. For effective distribution of work, it is necessary that there is a correlation between capacity of the members and nature of work. Also, it is essential to create a sense of mutual and equal participation among them. It is necessary to boost the morale of trainees by explaining and emphasizing the importance of certain core principles like dignity of labour, equal participation, etc. Ways of coordinating various tasks related to the Unit, the capacity and skills required as well as the personnel needed for the same is to be explained during this session. By using an example of any group among the participatory groups or using the technique of role playing, this session can be made more effective.

To get an overview of this multi-dimensional nature, the following table and organogram are suggested for reference:

<table>
<thead>
<tr>
<th>OTHER IMPORTANT MATTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sufficient water supply</td>
</tr>
<tr>
<td>• Permanent electricity</td>
</tr>
<tr>
<td>• Telephone services</td>
</tr>
<tr>
<td>• Suitable furniture for office and production area</td>
</tr>
<tr>
<td>• Cupboards for office</td>
</tr>
<tr>
<td>• Registers, log books, etc.</td>
</tr>
<tr>
<td>• First aid facility</td>
</tr>
<tr>
<td>• Fire extinguishing system and other security arrangements</td>
</tr>
<tr>
<td>• Fire extinguishers</td>
</tr>
<tr>
<td>• Notice boards</td>
</tr>
<tr>
<td>• Display board for the main entrance with the name and address of the Unit, Names of members displayed</td>
</tr>
<tr>
<td>• Floor Plan</td>
</tr>
<tr>
<td>• Display of work timings</td>
</tr>
<tr>
<td>• Display of registration documents and other certificates</td>
</tr>
<tr>
<td>• Display of any recognition received</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>NATURE OF WORK</th>
<th>EXPECTED SKILLS AND CAPACITY</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>Knowledge of the production system and process, including machinery; information of raw material</td>
<td>Literate</td>
</tr>
<tr>
<td>Purchasing of Raw Material</td>
<td>Knowledge of raw materials and the sources; knowledge of market and prices; travelling experience; negotiation skills; communication skills, accounting.</td>
<td>Minimum 7th Standard</td>
</tr>
<tr>
<td>Sales</td>
<td>Ability to create linkages and develop contacts; capacity to travel; adequate information of the market and pricing; accounting; communication and persuasion skills; adequate knowledge of product.</td>
<td>Minimum 7th Standard</td>
</tr>
<tr>
<td>Accounts</td>
<td>Coordination within office; knowledge of accounts; skills related to finance; skill with regards to writing registers</td>
<td>Preferably minimum 10th Standard</td>
</tr>
<tr>
<td>Store</td>
<td>Adequate knowledge on storage and store management, distribution skills, good physical stamina, skill with regards to writing registers</td>
<td>Minimum 7th Standard</td>
</tr>
<tr>
<td>Management/Leadership</td>
<td>Networking skills; team building skills; skills for developing organizational and governmental contacts; leadership skills; capacity to invest more time; capable of commanding respect and trust of the others</td>
<td>Minimum 10th Standard</td>
</tr>
<tr>
<td>Office Assistance</td>
<td>Skills related to record keeping; outgoing personality and communication skills</td>
<td>Minimum 7th Standard</td>
</tr>
</tbody>
</table>
Expected Outcome
Trainees gained overall understanding with regards to the outline of the Sanitary Napkin Enterprise.

Organogram

Session 5

Production of Sanitary Napkin
Duration: 2 hours & 15 minutes
Methods: Lecture

During this session, knowledge regarding machinery, raw material to be used during production and guidelines for its purchasing is to be imparted. Also, the process of production is introduced to the trainees during this session. The text boxes contain necessary information that would help trainers facilitate the discussion during the session.

Machinery
Various types of machines are used in the production of the Sanitary Napkin. It is essential that the trainees obtain complete information on the function and nature of the machines.

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Name of the Machine</th>
<th>Function</th>
<th>Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Weighing Machine</td>
<td>To measure weight accurately in grams</td>
<td>Electronic</td>
</tr>
<tr>
<td>2.</td>
<td>Grinder/Mixer</td>
<td>To prepare pulp from small pieces of wood pulp sheets</td>
<td>Automatic</td>
</tr>
<tr>
<td>3.</td>
<td>Molding Machine</td>
<td>Pressing wood pulp in a mold that gives the shape of a “Pad”</td>
<td>Semi-Automatic</td>
</tr>
<tr>
<td>4.</td>
<td>Sealing Machine</td>
<td>Molds made of wood pulp wrapped in lining cloth and then sealing of the ends</td>
<td>Semi-Automatic</td>
</tr>
<tr>
<td>5.</td>
<td>Sterilizing Machine</td>
<td>When Sanitary Napkins are handled during the production they may get infected by the germs so they need sterilization before packaging</td>
<td>Semi-Automatic</td>
</tr>
<tr>
<td>6.</td>
<td>Sealer</td>
<td>Sealing of packets</td>
<td>Semi-Automatic</td>
</tr>
</tbody>
</table>
Raw Material
Generally, the various kinds of raw material used in the production Sanitary Napkin may be unknown to trainees. Hence, it is necessary to introduce them to these one by one. During this session, the name of the raw material and its function should be explained to the trainees. It would be ideal to introduce this raw material at the stage of production when it is actually used. If the trainees attain an understanding on the correct use of the raw materials and it would be helpful in enabling the trainee to handle the raw material appropriately.

It is necessary to take into account the cost effectiveness, information about other alternatives, transportation and availability of services after purchase.

During this session, while explaining the significance of purchasing, the trainer would be expected to mention the principles of purchasing and contact addresses.

Before purchasing
• What it is to be purchased?
• When to be purchased?
• Where to be purchased?
• How much is to be purchased?
• In general what are the rates?

Purchasing of Machinery and Raw Material
Machinery and raw material necessary for the production of sanitary napkins are of a specific kind. Purchasing of equipment is essential before initiating production. Machinery is required to be of an appropriate capacity and durability. Also, the raw material needs to be of a certain quality. Quality of production depends upon the use of appropriate machinery and raw material.

Introduction to the Process
During this part of the session, all stages in the production process should be explained in detail. The trainees will be given the opportunity of handling the machinery and raw materials as well. It would be more effective to give information while showing the actual process from tearing and making wood pulp from sheets to packing sanitary napkins.

In short, this session is providing an opportunity to the trainees to understand all the aspects of the sanitary napkin production and to observe it closely. This session is important as it would encourage trainees to participate by eliminating misunderstandings, fears and doubts about their capacity. Trainers are expected to encourage the trainees in this session.

Demonstration/Practicals
An opportunity to perform all activities involved in the production process would be provided in this session under the guidance of the trainers. It is assumed that this session would increase the self-confidence of the trainees by dealing with any apprehensions they may have regarding the handling of machines as well as the production process itself. The objective of this session is to give hands-on experience related to all the aspects of the production process. So it is necessary that information about every aspect be given with details including activity during that stage, raw material to be used, machines to be brought into use, duration of that activity and precautions to be taken during that stage.

During this session, the steps of the production process to be explained while demonstrating is as follows:
• Tearing of wood pulp sheets and processing them in the grinder,
• Weighing of ready wood pulp
• Preparing the moulds of the pads by pressing weighed wood pulp with the help of pressing machine
• Sticking of the barrier film/sheet
• Wrapping of non-woven fabric over pressed wood pulp molds
• Closing the ends of non-woven fabric with the help of sealing machine
• Sticking gelatin paper to the pads with the help of gum
• Sterilizing of the ready pads/napkins by putting these in the sterilizer
• Packing of sterilized pads/napkins in plastic bags in quantity of 4/6/8/10

Expected Outcome
Trainees gained in depth knowledge regarding machineries, raw material, and procurement as well as the production process. (See Production process images in Annexure A, p 84)

Session 6
Quality Assurance
Duration: 1 hour & 30 minutes
Methods: Demonstration, Discussion
This session would be focussed on improving the understanding of trainees regarding quality of the product and related aspects. The text boxes contain necessary information that would help trainers facilitate the discussion during the session.
While purchasing, consumers want reasonable rates as well as good quality products. In case of products that are frequently purchased, consistency in the quality is significant to the consumer. Maintaining consistency in the quality of the product is inevitable for ensuring loyalty of consumers who would happily advertise the product through word of mouth. Keeping this in mind, sanitary napkins produced at the sanitary napkin unit must be of good quality. The trainees need to be told that the quality of the napkin must not be compromised upon at any cost whatsoever, as this would lead to an increase in sales over time leading to a profitable business. Most often, changes in the product due to cost cutting compromises the quality of the product. It would be enormously difficult to win over a dissatisfied consumer and also to create new consumers as the possibility of adverse publicity about the product reaching them in the community is extremely high.

Information about the importance of the quality of the product and measures for maintaining this quality needs to be imparted to the trainees during this session. The trainer needs to emphasize the fact that it is very essential that precautions be taken by the unit members in maintaining the standard and quality of the product. This session to include the following points:

**Expected outcome**
Trainees gained an understanding on the importance, aspects and procedures of quality assurance.

**QUALITY CONTROL**

- Compromising on the quality of raw material is to be refrained from.
- Changing the size and weight of the product is to be avoided.
- Raw material to be handled appropriately.
- Necessary precautions to be taken while packing the finished products.
- Raw material and finished product to be protected well.
- Take precaution that material should not get damaged while transporting.
- Gum to be used properly and sufficiently.
- Necessary caution to be taken while sealing.
- The finished product to be checked thoroughly.
- Any finished product that has a fault or is damaged in some manner is not be sold at any given point of time.
- Regular feedback from consumers to be taken.
- Continuous efforts to be made in order to maintain and improvise upon the quality.
- A system of regular quality check to be put in place at the earliest.

**During the session, the trainees need to be given an opportunity to examine the quality of the napkin, detect the napkins that are substandard in quality and discuss the reasons for it.**

**This activity would provide an opportunity to the trainees to learn about quality control.**

**Session 7**
**Sales & Marketing**
**Duration:** 2 hours & 30 minutes
**Methods:** Lecture, Discussion, Role plays

During this session, the importance of sales in development and sustainability of the enterprise is emphasized. The trainees would be given practical knowledge regarding sales management and marketing tools and techniques. The text boxes contain information that would help trainers facilitate the discussion during the session.

The success of a production business is directly related to the sales of the product. So, even if the products are made of a high standard and are easily available at reasonable prices, the chain of business is never completed until the consumer purchases the product. Sale of the product is of prime importance. This is a challenging task because of cutthroat competition in the market and the availability of various alternatives for consumers. The sanitary napkin industry also faces this challenge. Reaching out to the consumers, convincing them about the quality of the product, explaining the advantages of the product in all aspects over other competitive brands and encouraging consumers to purchase the product is quite a tough task. If selling is planned systematically and the activity managed properly, success can be attained even in any such challenging
conditions. The trainees need to know that many examples of such success can be observed in the community around them.

The trainer could conduct a brainstorming exercise with the group to understand and highlight those ways that will make people get acquainted with the product and then those factors that will make people buy the product. It needs to be emphasized that none will purchase the product if it’s not used and that the sole purpose of production is to sell. The trainer would need to ensure that the trainees gain some understanding of the principles and methods used in sales and also acquire certain skills related to sales management.

Personal Selling Skills are most important for promoting products of the Sanitary Napkin Enterprise. It is expected that some women members of the group will exclusively perform the task of marketing the product. However, each and every one involved in the enterprise will need to know how to sell their ‘own’ product. This will involve door to door and group approach. To achieve success in this type of promotional activity, it is necessary to acquire personal selling skills. The stages in personal selling are to be understood in detail by the trainees. As depicted on page 29, the selling process involves many steps and the success of it depends upon how effectively and closely every step of the process is followed or adhered to.

Important matters for sales and marketing
• Responsibility of sales must be given to an independent group. It is vital to have sales personnel and without such personnel it is unwise to start
• Proper channels should be chosen for sales
• Constant experimentation on various ways to increase sales
• Sales orders to be in written form
• Conducting market surveys would lead to providing valuable input into sales plan and management
• Methods of competitors to be studied
• Understanding consumers/clientele is vital
• Updating regularly on the opinion of consumer about the product and this feedback to be taken into account to increase customer satisfaction
• Using various feedback channels: current consumers, former buyers, potential byers
• Changing the product only if the market asks for change and changes to be indicated on the packets
• Promoting the product is critical, like, offering special prices to certain villages; free samples to relevant women and AGs (Not to those who do not use underwear). Caution: Refrain from distributing free samples of a product that is not up to the mark, because people will not buy the main product if the sample is inferior
• Diversification of product is necessary

1. INTRODUCTION
• Ask questions
• Provide product information; make comparisons and other evidence to support claims
• Acknowledge viewpoint of customers
• Support the customer
• Release Tension

2. PREPARATION
Preparation is the key for any product to sell. It is, however, important that the trainees understand thoroughly the importance of it and what goes into it.
• Product knowledge
• Knowledge of competitors’ product in the market
• Sales presentation planning
• Setting call objectives
• Understanding buyer behaviour

3. THE OPENING
• Be business-like in appearance and behavior
• Be friendly but not over-familiar
• Be attentive to details
• Observe common courtesies
• Do not take sales interview for granted
• Express gratitude

4. PRESENTATION AND DEMONSTRATION
The person who is selling could compare the product with the product of other competitors in a positive manner. A demonstration has its own impact to create the interest among prospective customers. In the light of this, a demonstration highlighting absorption capacities of the product could be helpful in highlighting the strength of the product.

5. DEALING WITH OBJECTIONS
It is very much possible that the customer may have certain objections, queries and miss understandings regarding the product. Sales person must satisfy all these to get the positive results.

6. CLOSING THE SALE
Sales personnel must be able to understand the buying signals either verbal or non-verbal given by the prospective customer. Once she gets such a signal she must proceed for the closing of the session by using appropriate closing techniques as follows:
• Simply ask for the order
• Summarize and then ask for the order
• Concession in cost
• Action agreement

7. FOLLOW-UP
This will be as per the response of the buyer and the closing technique used by the seller.
Session 8
Communication & Team Effectiveness
Duration: 2 hours
Methods: Lecture, Discussion, Role play

During this session, it is expected to impart knowledge regarding the role of communication and importance of communication skills for enterprise development. The text boxes contain information that would help trainers facilitate the discussion during the session.

For success in any enterprise, it is vital that those who are a part of it are required to have effective communication skills. Especially sales management personnel within business require having these communication skills immensely. Communicating with business components, suppliers, financial organizations, purchasing groups is a routine aspect of the business. The trainees need to be informed about necessity and importance of effective communication.

During this session communication skills can be imparted with the help of games and role plays. Essentially following aspects regarding communication could be addressed, as shown on next page:

Essential qualities with regards to sales personnel
- Well informed about the product
- Well informed about the nature of competition
- Effective communication skills
- A liking for travel
- Good interpersonal skills
- Networking skills and a liking to initiate new contacts for sales purposes

Expected Outcome
Trainees gained an understanding of the importance of sales and marketing along with its methods & techniques to design the strategy in this regard.

Communication cycle

Benefits of Effective communication

- Hastens problem solving
- Improved stakeholder response
- Enhanced professional image
- Clearer promotional material
- Better decision-making
- Rise in productivity
- Smoother working
- More fruitful business bonds

(The sender creates a message, encodes it, and transmits it to the receiver through a medium. When the message reaches the receiver, he decodes it and gives an internal response to the perceived message. Only when there is feedback does effective communication take place.)
Effective Teamwork

As the Sanitary Napkin Enterprise is an activity to be run by group of people, the success of it depends upon effective team work. It is necessary to build & develop an effective team to achieve the goals decided by the group. In order to build such a team, it requires looking into the team’s context, composition, work design and process.

Expected Outcome

Trainees gained insight into the importance of communication and its various aspects as well as acquired an understanding regarding the ways of achieving effective functioning of the team.

Team effectiveness

<table>
<thead>
<tr>
<th>Context</th>
<th>Composition</th>
<th>Work Design</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate Resources</td>
<td>Ability of members</td>
<td>Autonomy</td>
<td>Common purpose</td>
</tr>
<tr>
<td>Leadership &amp; Structure</td>
<td>Personality</td>
<td>Skill Variety</td>
<td>Specific goals</td>
</tr>
<tr>
<td>Climate of trust</td>
<td>Allocating roles</td>
<td>Task Identity</td>
<td>Team Efficacy</td>
</tr>
<tr>
<td>Performance evaluation &amp;</td>
<td>Diversity</td>
<td>Task Significance</td>
<td>Conflict levels</td>
</tr>
<tr>
<td>reward system</td>
<td>Size of teams</td>
<td></td>
<td>Social bonding</td>
</tr>
<tr>
<td></td>
<td>Member flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member preferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TYPES OF COMMUNICATION

- Sturdy
- Written
- Oral
- Audio-visual
- Pictures, Symbols
- Non-verbal communication

COMMUNICATION METHODS

- Internal communication
- External communication
- Formal communication
- Informal communication
- One to one communication
- Group communication

SOME ESSENTIAL FACTORS

- Easy to understand
- Willingness to listen
- Conveyed politely
- Thoughtful presentation

Session 9

Housekeeping & Storage

Duration: 2 hours & 30 minutes

Methods: Lecture, Discussion

Part I: Housekeeping

Housekeeping (cleaning, maintenance, repairing) is a very significant activity in any premises where production take place. The trainer can explain the importance of maintaining hygiene in the entire unit with the help of an analogy: ‘maintaining hygiene in the production of napkins/pads is as or even more essential as maintaining hygiene while cooking. During cooking the germs die because the food is either cooked at a high temperature or boiled’.

Generally, the building is in a fine condition and facilities work very well in the initial period. However, as time goes by the condition deteriorates. Construction and facilities cannot remain in good condition without maintenance and repairing. This work of maintenance and repairing is inevitable and should be done on a priority and regular basis. If the concerned persons ignore the task, physical amenities become ineffective.

Cleanliness and a conducive environment inside as well as around the Unit depend upon the standard of housekeeping. These factors also create a positive outlook in the persons working within the Unit and they can work more efficiently and effectively. During this session, the importance of housekeeping, matters included in housekeeping and features of good housekeeping need to be explained to the trainees.

Expected Outcome

Trainees gained insight into the importance of communication and its various aspects as well as acquired an understanding regarding the ways of achieving effective functioning of the team.

HOUSEKEEPING MEANS

Cleaning surroundings areas; cleaning furniture, including cupboards; cleaning washrooms; appropriate handling and storage of drinking water; maintaining cleanliness of the storage area; management of solid and liquid waste; sterilization of the first aid facility.

NATURE OF GOOD HOUSEKEEPING

Clean surrounding; clean aprons, gloves, slippers, masks as per need; clean rooms; solid waste management and proper management of sewage; appropriate water storage and handling practices; ensuring standards of hygiene are met on a regular basis; adequate stock of cleaning materials and equipment; soap in the toilet; wash basins at opening of production unit & office area.

For effective housekeeping

- Control on the generating of waste
- Dustbins as per need
- Suitable positioning of windows
- Availability of cleaning agents
- Managing / restricting movement in and out of the production area
- Dust control arrangements
- Daily cleaning of floors and furniture by using cleaning agents
- Participation of all in maintaining cleanliness
Why a good store?
• To avoid unnecessary storing of raw material and finished products
• To avoid wastage of raw and finished products
• To be able to order an adequate amount of raw material
• For accepting a realistic order for finished products
• For avoiding loss due to improper handling of material
• To be able to avoid stoppage in production or have consistent production and not having to wait for material to arrive at the last minute

Expected Outcome
Trainees gained understanding of housekeeping and storage as well as learned to develop checklists and procedures in relation to these areas.

Session 10
Essential Records
Duration: 1 hour & 45 minutes
Methods: Lecture, Discussion

This session is only for those trainees who are appointed by the respective groups to handle the records of the enterprise. The remaining trainees are expected to undergo production practice for the period of this session.

During the session it is of great importance that each trainee understands the importance of record keeping, and the need to maintain essential registers, files, documents, financial records and discipline. The text boxes contain necessary information that would help trainers facilitate the discussion during the session.

Part I: Essential Registers/Files/Documents

Maintaining records is mandatory for any business especially if the business is of a collective nature. The Sanitary Napkin industry includes matters such as purchasing, sales, processing, use of manpower, etc. Machinery, building/premises, furniture need to be purchased/rented for this industry. It would, therefore, be vital to keep records of all the components, processes as well as purchases. It would be vital for the trainees to understand the significance and advantages of maintaining registers.

In addition to this, it would be necessary for the trainers to inform the trainees about the

Part II: Storage

In the process of production, storage is an important aspect. In order to ensure the safety and security of the raw materials, finished products and any other object pertaining to any particular industry, a suitable storage facility is required. The inflow and outflow of each and every item must be carefully recorded. Such documentation would include recording the quantity of the raw material, the quantity of the finished product, the amount of material used as well as the cost of the remaining material.

Consequently, such a system makes it easier to take effective and timely decisions on purchasing and production. Also, the cost of the material in store is taken into account while taking a bank loan.

For proper store management, a separate person needs to be appointed and records are to be maintained systematically.

Policy for Visitors
- Register the name
- Request to wash hands, arms, feet, and leg
- Provide apron, slippers, mask, and cap
- Provide a facilitator
- Do not permit the visitor to operate or handle machinery

STORE RECORDS
- Inward (record of incoming material)
- Outward (record of outgoing material)
- Right off (record of damaged material)
- VIP Card (Separate card for each object with a record of its incoming and outgoing so that remaining material can be counted)

STORE ARRANGEMENT
- Use of racks in the store.
- List of material stored in any particular rack.
- Items of regular use to be kept at an easily accessible distance and those not used frequently kept at a distance.
- Separate place for raw material and finished products.
- Adequate lighting and protection from fire, rats and water.
- Store should be clean and tidy.
- Dry environment.
- Place of storage within the premises of the unit.
- Plastic sheets on the floor as well as to cover the raw material.

Division of responsibilities
Welcoming suggestions
Regular review and feedback
Creating a plan and checklists for such activities

day three

34

35
various registration documents and other certificates, the different kinds of registers, and the ways of using them.

It would be helpful if these registers are demonstrated for the trainees to observe and make queries. Copies should be distributed to enhance participation.

**DOCUMENTS**
- Purchase book
- Industry registration certificate
- Local self-government approval letter
- Letter relating to trademark and brand certificates
- Hygiene certificate/BIS
- Audit Report
- Annual Report

**PURPOSE**
- Transparency
- References
- Legal evidence
- Helpful in case of change in leadership/management

**REGISTERS**
- Purchase book
- Sales book
- Muster
- Property Asset book
- Visit book
- Minutes register

**FILES**
- Documents of purchase and warranty
- Workers/Staff correspondence
- Correspondence with various government stakeholders
- Bank correspondence and related documents
- Contacts of and correspondence with manufacturers, dealers, suppliers, distributors, etc.
- Sales of the product and correspondence with those in the distribution channel
- Miscellaneous correspondence

**Part II: Financial Records and Discipline**

One vital motivation behind starting any business is to earn profit. This business profit is confirmed through financial records. In a collective business, these two matters are of special significance. Transparent dealings are the basis of any collective business and this transparency is demonstrated through the records. A complete record of financial dealings and the system established for operationalizing these dealings help a business to flourish.

On this background note, the trainees need to be trained on the methodology of maintaining financial records, the kind of registers to be used for a specific kind of documentation and the meaning of financial discipline.

It would be helpful if sample registers are shown and distributed to the trainees during the session. The purpose of this session is to address questions related to financial records and the tasks involved.

**Suggestions**
- Responsibility of financial dealings to be given each member of the SNE one by one
- A monthly presentation of financial status of the business to be made in the presence of all the members of the SNE
- Financial registers to be made available to all SNE members at times
- Audit of all the transactions to be done regularly
- Rules regarding taxation to be followed meticulously

**FINANCIAL DISCIPLINE - IMPORTANT ASPECTS**
- Rules of sanctioning expenditures
- Committee for financial dealing
- Timely records of accounts
- Limit of cash balance
- As far as possible transactions through bank account
- Deposited money to come through a bank
- Two/three persons authorized for bank transactions
- Fixed system of every financial transaction

System of Financial Transaction needs to:
- Ensure control on unnecessary expenditure and misuse of money
- Ensure fair dealing

**FINANCIAL RECORD BOOKS**
- Daily ledger
- Bank transactions register
- Passbook
- Expenditure receipt file
- Credit receipt book
- Distribution of workers’ salaries
- Record of commissions given
Session 11
SN Enterprise-Economics
Duration: 1 hour
Methods: Lecture, Discussion

This session is planned to increase the understanding of trainees regarding economics of the enterprise. It is expected that there is an understanding about the input and output as well as different variables which determine the profitability of the activity. The text boxes contain information that would help trainers facilitate the discussion during the session.

The opportunity of employment and business profit are some of the aspects that inspire the participant women’s groups to get involved in sanitary napkin production apart from the social benefits of creating awareness on menstrual hygiene. It would not be possible to take a major decision to start an enterprise without definitive information regarding all important financial requirements. This kind of information would prevent such women’s groups from facing disillusionment due to excessive and unrealistic expectations.

With this in cognizance, it will be essential for the trainers to provide clarity on various aspects such as, capital investment required for establishing the enterprise, working capital, building rent, loan repayment, expenditure on personnel, selling prices, requirement for minimum production, and estimated profit. This information would give the trainees the idea with regards to loan repayment and business expansion. For further explanation the following information would be useful in this session:

<table>
<thead>
<tr>
<th>MACHINERY</th>
<th>RAW MATERIAL</th>
<th>PERSONNEL</th>
<th>OTHER EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>For starting a sanitary napkin enterprise, a certain set of machinery costing one and half lakhs to two lakhs is required</td>
<td>Considering production within one shift for one month, raw material worth forty five to fifty thousand would be required</td>
<td>Seven persons engaged in work related to the production and three in marketing can participate in this enterprise. Their monthly salaries would be decided by the unit members.</td>
<td>Electricity, water, stationery, housekeeping and rent (in case the building/premises is not owned) would cost up to 10% of the total monthly expenditure</td>
</tr>
</tbody>
</table>

Production and selling price
Fixing the selling price needs one to calculate. In the beginning, the actual cost of production is to be calculated by considering raw material cost, commissions, labour cost, rent, taxes, electricity, cost of funds, contingent expenses and administration, etc. After calculating the actual production cost an appropriate percentage to be added towards profit. The addition of expected profit into actual production cost gives the selling price.

Advantages for Trainees
- Employment
- Share in profit
- Ownership in business
- Dignity

Expected Outcome
Trainees gained clarity regarding the concept of enterprise economics and equipped with the ability to calculate input costs, overheads and overall profitability of enterprise.

Session 12
Follow up plan
Duration: 45 minutes
Methods: Discussion, Briefing

During this session, the plan for the subsequent five days’ Hands on Training which is phase 2 of the training programme. The text box given below would help trainers facilitate the discussion on this during the session.

Trainees should be given adequate information regarding things (including market surveys) to be completed before the next phase of training and a checklist could be drawn for the same.

This session could also contain the following:
- Assessing and listing of further training needs
- Listing of the kind of support required from other stakeholders
- Briefing on the Market Survey Form (see Annexure B)

For this purpose the help of following points can be taken.

- Time frame for next phase of training
- Duration of the training
- Venue of training
- Availability of materials for the training
- Availability of machinery and raw material
- Logistical arrangements for the trainers/resource persons
- Arrangement of funds

Expected Outcome
Finalized plan for the five days’ Hands on Training and pre-training follow up plan including focus areas.
Session 13

**Formal evaluation, Feedback and Vote of Thanks**

**Duration:** 30 minutes

**Methods:** Formats

During this session, an evaluation of the orientation programme could be done with the help of written questionnaires and open discussion. This feedback would need to be recorded and used while preparing the report and also organizing trainings in the future. Some of the trainees could also present their feedback to the group in a creative way or even by simply addressing the group. Vote of thanks is included in this session too.

Required evaluation can be done keeping the following points in consideration:

<table>
<thead>
<tr>
<th>POINTS FOR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Resource persons</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>Training methods</td>
</tr>
<tr>
<td>Training material</td>
</tr>
<tr>
<td>Arrangements at training hall</td>
</tr>
<tr>
<td>Arrangement of accommodation</td>
</tr>
<tr>
<td>Food arrangement</td>
</tr>
<tr>
<td>Narrative remarks, if any</td>
</tr>
</tbody>
</table>

**Expected Outcome**

Trainees gained insights regarding the impact of the programme as well as acquired an opportunity to express their views on the training programme.

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**02**

**H A N D S - O N T R A I N I N G**

This is a five day module. The emphasis is given on Hands-on Training on production at their unit. In addition to this some of the sessions would include demonstrations related to selling the product within different segments and at various kinds of outlets. Building the confidence of trainees is an important aspect of this phase. Trainers are expected to provide maximum opportunities for learning to the trainees.
Hands-on Training

Duration: Five days
Nature: Non-residential
Methods: Demonstration Practice Supervision and Guidance
No. of trainees: As per the Enterprise (10-20)
No. of trainers: 2

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
</table>
| One | 9 am to 11 am | • Review of the Orientation Workshop  
• Evaluation of the standard of product post Orientation  
• Discussion on the difficulties faced during production |
|     | 11 am to 1 pm | Reviewing and modifying the structure of the sanitary napkin unit  
including storage |
|     | 1 pm to 2 pm  | Lunch Break                                                              |
|     | 2 pm to 5 pm  | • Review of production process and raw material  
• Production practice - 1 |
| Two | 9 am to 1.00 pm | Production practice - 2                                                  |
|     | 1.00 pm 2.00 pm | Lunch Break                                                              |
|     | 2.00 pm to 4.00 pm | Practice sterilizing ready napkins and packing                           |
|     | 4.00 pm to 5.00 pm | Reviewing of house-keeping and preparing protocols                       |
| Three| 9.00 am to 1.00 pm | Production practice - 3                                                  |
|      | 1.00 pm to 2.00 pm | Lunch Break                                                              |
|      | 2.00 pm to 4.00 pm | Production practice - 4                                                 |
|      | 4.00 pm to 5.00 pm | Operation and Maintenance of the machinery                              |
|      | 5.00 pm to 6.00 pm | Communicating about the product with the aim of creating demand: Field Exposure |
| Four | 9.00 am to 1.00 pm | Production practice - 5                                                 |
|      | 1.00 pm to 2.00 pm | Lunch Break                                                              |
|      | 2.00 pm to 3.00 pm | Production practice - 6                                                 |
|     | 3.00 pm to 4.00 pm | Maintaining Quality in production                                       |
|     | 4.00 pm to 5.00 pm | Review of overall functioning of the Enterprise                         |
|     | 5.00 pm to 6.00 pm | Demonstration of demand creation among groups: Field Exposure           |
|     | 6.00 pm to 7.00 pm | Experience sharing on field visit                                       |
|     | 9.00 am to 1.00 pm | Production practice - 7                                                 |
|     | 1.00 pm to 2.00 pm | Lunch Break                                                              |
|     | 2.00 pm to 3.00 pm | Question and answer session                                              |
|     | 3.00 pm to 4.00 pm | • Work distribution among members                                      |
|     | 4.00 pm to 4.30 pm | • Discussion about thematic/specialized training                        |
|     | 4.00 pm to 4.30 pm | Valedictory session                                                      |

Note: In the above daily schedule, a tea break of fifteen minutes duration could be included approximately at 11.15 am and 3.30 pm.
Day 1

Session 1
Review of the Orientation Workshop Evaluation of the standard of product post Orientation, and Discussion on the difficulties faced during production
9 am to 10:30 am

A detailed review of the three days’ orientation should be carried out during this session. A discussion on the difficulties with regards to the production process faced after the training should be conducted. Such a discussion needs to include solutions to difficulties faced and how to go about implementing these solutions.

The trainers also need to evaluate and determine the stages where the producer groups require guidance and practice. On the basis of the above, some particular stages would need to be emphasized upon in a greater measure.

The products made by the group should be inspected. Trainers should assess the product for flaws.

Session 2
Reviewing and modifying the structure of the sanitary napkin unit including storage
11 am to 1 pm

During this session, a detailed review of the unit and the store arrangement should be taken and an assessment should be carried out on the basis of the responses to the following questions:
- Is the machinery placed in a demarcated area designated as the production area?
- Are the machines arranged and placed appropriately with regards to the chain of the process of production?
- Is there sufficient space between two machines?
- Is there sufficient space for the person involved in the particular production process?

Answers to these questions must be reviewed during this session and necessary changes need to be incorporated. All possible changes are to be made within the structure of the unit that would result in effective use of the space and thereby, enhance the process of production within the unit.

During this session the arrangement of storage is to be checked on the basis of the responses to the following questions:
- Is there ample space for storing raw material and the finished products?
- Is the raw material stored appropriately?
- Are there registers for maintaining the record of stored raw material and products?
- Are precautions being taken to protect the stored material and products?

- What are the measures to ensure that there is a record of all that is being removed out and put into storage?

On the basis of the responses, necessary changes should be made in the store arrangement. Arrangements for easy handling of raw materials and finished products should be made and clear instructions should be given for the same. Also, ways to ensure implementation of the instructions should be discussed.

Session 3
Review of production process and raw material Production practice- 1
2 pm to 5 pm

This session marks the beginning of the practice by the trainees on production under close supervision. The trainer should give detailed instructions regarding every activity within the production process as well as the use of raw materials at the very beginning of this session.

The trainees should then be asked to start practicing on the basis of the given instructions. The trainer should take special efforts to ensure that the trainees acquire expertise in every activity involved in the production process by observing their performance during practice and giving necessary feedback. Adequate time should be given to the trainees so that they can practice to the maximum. Every trainee should take part in the whole process of production and prepare a minimum of ten napkins.

In this session, practice of the actions within the production process from cutting wood pulp to the pressed pads is included.
Day 2

Session 1
Production practice- 2
9 am to 1 pm

During this session, the practice of the process should be continued from the stage where the production was left off at the end of the first day. The practice of wrapping of non-woven fabric around the pressed napkins and the sealing of these is expected in this session along with pasting of paper strips on the sealed napkins.

Wrapping non-woven fabric and sealing it accurately are skilled tasks. This activity decides the shape of the napkin. For quality production, it is necessary that all napkins are uniform in shape & size and are sealed properly. This phase decides that.

The trainer is required to give this information along with demonstrations on precautions to be taken while wrapping the non-woven fabric and sealing of the pad.

During this session, detailed practice of handling the roll of the non-woven fabric and controlling the temperature of the sealing machine should be given. A minimum of hundred napkins are to be kept ready to be processed further for the next session.

Session 2
Practice sterilizing ready napkins and packing
2 pm to 4 pm

During this session, sterilization of the napkins prepared in the previous session and packing of those napkins in wrappers is expected. Trainers should guide the trainees on the use of the sterilization machine.

The trainees are expected to gain an understanding of the method of placing the napkins within the sterilization machine, the required number of napkins to be placed at one time and the duration of sterilization.

Trainees should be given feedback regarding handling of ready napkins while packing them. After this, practice regarding sealing the wrapper used for packing of napkins should be done. The trainer is responsible for ensuring that by the end of this session a hundred napkins would be properly packed in plastic wrappers.

Session 3
Reviewing of house-keeping and preparing protocols
4 pm to 5 pm

During this session, the trainer must review the housekeeping practices in the sanitary napkin unit and help the group prepare protocols for desirable house-keeping standards.

The trainer should understand the present system of housekeeping of the unit, gain knowledge on who is responsible for it and review the materials used. The trainer must evaluate the system of housekeeping and try to find out the reasons for malfunctioning, if any. Also, the trainer needs to encourage the group to come up with solutions and provide necessary feedback and suggestions.

Day 3

Session 1 and 2
Production practice-3 & Production practice-4
9 am to 1 pm & 2 pm to 4 pm

In the previous sessions, the production process involved in sanitary napkin production is practiced in parts. In these two sessions, the trainees would be required to practice the whole procedure from the first step to the last step. It is mandatory that all trainees participate in this practice and it is expected that the trainer closely observes every step and provides with input for improvement.

The aim is to create proficiency in production and ensure that the trainees are equipped to prepare a saleable product.

Session 3
Operation and Maintenance of the machinery
4 pm to 5 pm

During this session, guidance about maintenance of the machinery is to be given by the trainer. Simple and clear instructions regarding handling of each of the machines need to be prepared with the help of the trainees. It is expected that the trainer should inform the group regarding the configuration of every machine, important components, arrangement of electric current and its regular maintenance. Detailed information is to be given about those parts in particular of every machine that are prone to breaking down including the method for repairing it or obtaining spare parts.

Necessary safety measures regarding the use of the machines are to be documented with the help of members and displayed in close proximity to each of the equipment.

During this session, it is expected that the group decides a strategy particularly regarding repair and maintenance of the machinery with the help of the trainer. For this purpose, a detailed list of expected repair and maintenance activities is to be prepared during the session. The repair activities are to be grouped into three parts:

Part one: to include those simple repair activities with minimum complications that can be handled and solved by production personnel of the group.

Part two: to include repair activities that are supposed to be dealt with by a local technician associated with the group and having knowledge about the machines.

Part three: would include repair activities that
are to be addressed by the supplier or a specialized repair service center.

This segregation will help to minimize the efforts and long waiting period for getting the machines repaired. During the session it is also expected to prepare a list of repair tools that would be included in the repair kit kept at the unit.

Identification of persons having the inclination of learning in-depth regarding the repair and maintenance will help further to decide upon responsibilities related to the O&M activities of the enterprise.

Session 4
Communicating about the product with the aim of creating demand: Field Exposure
5 pm to 7 pm

The trainer should accompany the group while visiting some of the women who have filled in the market survey forms (given as an assignment in the earlier three day orientation). The main objective is to give a demonstration on home visits that include - how to introduce self and the product, how to answer questions related to the product, how to convince the women about the necessity of using sanitary napkins and how to explain the advantages of using these napkins, thus persuading them to buy the napkins. Members should be instructed to pay careful attention to the trainer’s speech, body language, method of subject presentation and to learn these essential skills through observation.

This session would further orient the trainees towards taking initiative for generating consumers, clarifying their doubts and addressing hindrances in behavior change.

Day 4
Session 1 and 2
Production practice-5 & Production practice-6
9 am to 1 pm & 2 pm to 3 pm

Continued practice of the entire production process is to be carried out during this session. It is mandatory that all members participate in this practice. It is expected of the trainer to meticulously observe every step involved in the preparation of a saleable product as well as provide with input for further improvement. The aim is that proficiency with regards to the production process is created among the trainees.

Session 3
Maintaining Quality in production
3 pm to 4 pm

During this session, the trainer must explain the various criteria for quality production. Detailed guidance should be given about the measures necessary to maintain quality at every stage. Awareness should be created to ensure quality in production. Awareness should be created among members about the importance of having consistent quality standards related to the product, like-weight of the sanitary pad, size, sealing, strip pasting and packaging. Standards of production are to be determined by the group with the help of the trainer so that it could be displayed on a chart within the production area. Along with this, the criteria and the methods for testing the quality of the product are to be discussed. The system of quality testing is to be established as well as the individual responsible for regular quality checks is to be nominated.

Session 4
Review of overall functioning of the Enterprise
4 pm to 5 pm

This session would entail the trainer reviewing office arrangements as well as helping the group to prepare code for maintaining office records.

The overall methodology of functioning of the unit would be discussed and areas that need attention and improvement would be identified. The trainer would provide input on ways to improve functioning and share good practices of other such groups if possible.

Session 5
Demonstration of demand creation among groups: Field Exposure
5 pm to 6 pm

This session would include the trainer addressing a group of women like SHG members, Mahila Mandals, ASHA workers, ANMs, etc. During this discussion, information about the sanitary napkin enterprise, advantages of using a sanitary pad and its relation to health need to be brought to light. The trainees will also be involved in the discussion.

Through this the trainer will demonstrate ways of communicating with a group, ways of handling queries from a group and how to motivate the purchasing of the product through group interaction. The intention is that the trainees learn some important points for speaking with groups and also develop a sense of confidence with regards to communicating with a group. The trainer needs to ensure that the trainees acquire certain set of communication skills especially that are helpful while interacting with groups.

Session 6
Experience sharing on the field visit
6 pm to 7 pm

During this session, the group is expected to share experiences of the field visit. The session will help trainees to share their learning and get input from the trainer regarding techniques of group interaction. During the session (if possible) the trainer could conduct a mock demonstration/role play which will further help them gain insights on such an activity.
Day 5

Session 1
Production practice-7
9 am to 1 pm

Similar to previous practice sessions, this session too must include practice regarding the sanitary napkin production process from the beginning to the end. It is mandatory that all members participate in this practice. It is expected of the trainer to meticulously observe every step involved in the preparation of a saleable product as well as provide with input for further improvement. The aim is that proficiency with regards to the production process is generated among the trainees.

Session 2
Question and answer session
2 pm to 3 pm

During this session, the questions that are yet not addressed according to the trainees as well as any other doubts that they might still have in their minds with regards to any aspect related to the production process as well as the product can be discussed.

It is expected that at the end of the five days all the trainees would be equipped to produce saleable products of good quality and have acquired the skills to maintain the quality on a consistent basis. Keeping this vision in mind, the trainer needs to ensure that no questions, doubts or lack of clarity remains in the minds of the trainees regarding any aspect of the production process or any component.

To achieve this, the trainer has to encourage trainees to ask questions and probe further so as to not leave any room for unclear information and mixed messages.

Session 3
Work distribution among members
Discussion about thematic/specialized training
3 pm to 4 pm

During this session the trainer needs to find out how the group went about distributing work after the initial guidance they had received during the three day orientation. Then the trainer can assess their progress while discussing with the group about the success of the operationalization of what was decided by them, challenges faced in work distribution, etc. On the basis of this, relevant guidance can be given on further modifications with regards to work distribution. Also, the trainer could look at how the group feels about each one’s own role as well as each other’s role. In case the group has not done any work distribution, it is essential that the trainer helps them in the process of distribution of work and corresponding responsibilities. During this session, a few persons are to be selected for tasks other than production. These tasks would include store, office, housekeeping, marketing and accounts.

It is expected of the trainer that during the five day period, he/she assesses the capability, aptitude and potential of each of those involved. On the basis of these assessments, the trainer could guide the entire exercise of the distribution work and selection of team members, so that the work distribution plan rolls out in the best interest of the group. The trainer along with the group must identify the areas that the group is lacking in terms of skills, capacity and human resources. They could also explore possibilities of hiring external personnel for certain expertise or functions. After the discussion, the following work distribution chart could be prepared:

Work distribution chart

<table>
<thead>
<tr>
<th>Nature of work</th>
<th>Members Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>Accounts</td>
<td></td>
</tr>
<tr>
<td>Store</td>
<td></td>
</tr>
<tr>
<td>Management/leadership</td>
<td></td>
</tr>
<tr>
<td>Housekeeping</td>
<td></td>
</tr>
<tr>
<td>Quality Control</td>
<td></td>
</tr>
<tr>
<td>Maintenance of machines</td>
<td></td>
</tr>
</tbody>
</table>

Towards the close of the session, the trainer should discuss the forthcoming two days’ thematic/specialized training with the members and assign them the task of preparing a note about essential aspects of their work, responsibilities and importance of their role within the entire project as preparation for the next training phase.
THEMATIC TRAININGS

The Phase III of the manual consists of the Schedules and Modules on thematic trainings. There are four thematic areas that have been selected and the modules are prepared on these four areas. Each module is for two days’ training. The methods of trainings for each session are suggested in these modules. The trainers are expected to make the training as participatory as possible and also maintain a lively environment to facilitate enhanced learning. Ice-breakers, games, role plays and exercises can be made use of in a creative manner to elaborate the topics as per suitability.

The trainees for these modules would belong to different Sanitary Napkin Enterprises (8 – 10 SNEs). The enterprises will nominate 2-3 representatives for each module based on the work distribution chart prepared in Phase 2. There may be more number of representatives from each enterprise in case of Thematic Training No. 3 as it includes more subjects in the Training Module. Thus, there will be 20-35 participants for each thematic module. It is expected to involve 2-3 subject experts as faculty for each of these thematic areas.

The training is residential in nature.

The trainers may take the liberty to customize the content of the modules as per the level of the concerned trainees but at the same time they need to be sure not to compromise on the stated topics. Methodology is another area wherein the trainers can experiment innovative approaches from their experiences.
Theme Area 1
Book Keeping and Accounting

Book Keeping and Accounting
Theme area No. 1 is on Book Keeping and Accounting. It is expected that at the end of the training programme the trainees would have an enhanced understanding of the importance of Book Keeping and Accounts, methods and formats of maintaining the enterprise accounts, and corresponding roles and responsibilities. During this training, they get an opportunity to practice what they are learning and also draw up an improved version of a system of accounting for their respective enterprises.

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>09.00 am to 09.30 am</td>
<td>Registration, Material Distribution, Introduction and Inauguration</td>
</tr>
<tr>
<td></td>
<td>09.30 am to 10.30 am</td>
<td>Experience sharing about the existing practices of Book keeping and accounting</td>
</tr>
<tr>
<td></td>
<td>10.30 am to 10.45 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>10.45 am to 12.45 pm</td>
<td>Book Keeping and accounts for Enterprises</td>
</tr>
<tr>
<td></td>
<td>12.45 am to 01.30 pm</td>
<td>Books of Accounts - Hands on Practice</td>
</tr>
<tr>
<td></td>
<td>01.30 pm to 02.30 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td>02.30 pm to 03.30 pm</td>
<td>Books of Accounts - Hands on Practice</td>
</tr>
<tr>
<td></td>
<td>03.30 pm to 03.45 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>03.45 pm to 05.30 pm</td>
<td>Financial Records and statements for Enterprises.</td>
</tr>
<tr>
<td>Two</td>
<td>09.00 am to 09.30 am</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td>09.30 am to 10.15 am</td>
<td>Funds Management (Loan repayment, Payments and Recoveries)</td>
</tr>
<tr>
<td></td>
<td>10.15 am to 10.30 am</td>
<td>Tea Break</td>
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<tr>
<td></td>
<td>10.30 am to 12.30 am</td>
<td>Financial Terminologies and Ratios</td>
</tr>
<tr>
<td></td>
<td>12.30 am to 01.30 pm</td>
<td>Legal compliances for enterprises (Returns, Appointment of CA etc.)</td>
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<tr>
<td></td>
<td>01.30 pm to 02.30 pm</td>
<td>Lunch Break</td>
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<tr>
<td></td>
<td>02.30 pm to 04.00 pm</td>
<td>Roles and responsibilities of Accounts Staff and Open House discussion</td>
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<td></td>
<td>04.00 pm to 04.15 pm</td>
<td>Tea Break</td>
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<tr>
<td></td>
<td>04.15 pm to 05.00 pm</td>
<td>Feedback and summing-up</td>
</tr>
<tr>
<td>Day</td>
<td>Session</td>
<td>Topics</td>
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</tr>
<tr>
<td>One</td>
<td>1</td>
<td>Experience sharing by trainees on existing practices of Book-Keeping and Accounts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Book-Keeping and accounts for Enterprises</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Books of Accounts – Hands-on Practice</td>
<td>1 hour &amp; 45 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Financial Records for Enterprises.</td>
<td>1 hour &amp; 45 minutes</td>
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<tr>
<td>Day</td>
<td>Session</td>
<td>Topics</td>
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</tbody>
</table>
| Two | 6       | Funds Management | 45 minutes | • To make trainees aware regarding funds management practices.  
• To impart knowledge regarding preparation of repayment and recovery plans. | Concept, importance and methods of funds management. Recovery schedules, repayment schedules, liquidity, etc. | Lecture and Practice | Trainees gained understanding on the importance of funds management and trained to prepare loan repayment recovery and payment schedules. |
|     | 7       | Financial Terminologies and Ratios | 2 hours | • To introduce different financial terminologies and their importance  
• To impart knowledge and techniques regarding ratios and its use in decision making | Financial terminologies viz. Capital, Profit & Loss, Asset, Loans & Liabilities, Working Capital, Advances, Incentives, Turnover, Gross Profit and Net Profit and ratios viz. Breakeven point, return on investments, etc. | Lecture, Exercise and Discussion | • Trainees gained understanding on the various financial terminologies.  
• Trainees received knowledge on ratios, their calculations and usage. |
|     | 8       | Legal compliances for enterprises | 1 hour | To provide information regarding authorities, schedules and methods of submitting returns viz. Audited Statements of Accounts, Income Tax, Sales Tax, Professional Tax, TDS, etc. | Mandatory returns for enterprises and their types viz. Audited Statements of Accounts, Income Tax, Sales Tax, Professional Tax, TDS, etc. and methods of submitting returns. | Lecture and Discussion | Trainees well equipped with understanding regards to mandatory returns and submission procedures. |
|     | 9       | Roles and responsibilities of Accounts Staff and Open House discussion | 1 hour & 30 minutes | • To develop a clear understanding of the roles and responsibilities of accounts staff.  
• To clear the doubts regarding the job profile and other aspects related to accounts. | Description of the job profile, along with ‘Dos and don’ts’, self-discipline and ethics for accounts personnel. | Lecture, Role Play and Discussion | Trainees gained insights about the important aspects of their job responsibilities and the model working system of accounts staff. |
|     | 10      | Feedback and summing-up | 30 minutes | To evaluate the training programme and understand its impact | Formal evaluation and Feedback | Printed Format | • Trainers gained insights on the impact of the programme.  
• Trainees got an opportunity to express their views regarding the training programme. |
Theme Area 2

Human Resource Management

Theme area No. 2 is on Human Resource Management (HRM). It is expected that at the end of the training programme the trainees would have an enhanced understanding of the role and importance of Human Resource Management, group dynamics and human behaviour patterns. Also, the training aims to give trainees the required knowledge on organizational development, and equip them to devise methods of handling grievances and creating motivation. The training would provide insights regarding leadership and required qualities to be developed.

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>09.30 am to 10.30 am</td>
<td>Registration, Material Distribution, Introduction and Inauguration</td>
</tr>
<tr>
<td></td>
<td>10.30 am to 11.15 am</td>
<td>Experience sharing by trainees on existing practices of Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>11.15 am to 11.30 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>11.30 am to 01.00 pm</td>
<td>Concept, importance, objectives and role of Human Resource Management in Business Development</td>
</tr>
<tr>
<td></td>
<td>01.00 pm to 02.00 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td>02.00 pm to 04.00 pm</td>
<td>Human Resource Management – Records and legal compliance</td>
</tr>
<tr>
<td></td>
<td>04.00 pm to 04.15 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>04.15 pm to 06.30 pm</td>
<td>Group dynamics</td>
</tr>
</tbody>
</table>

<p>| Two | 09.00 am to 09.30 am | Review |
|     | 09.30 am to 11.30 am | Organizational Development (OD) |
|     | 11.30 am to 11.45 am | Tea Break |
|     | 11.45 am to 12.45 am | Grievances – causes, impact and handling |
|     | 12.45 am to 02.00 pm | Motivation - methods and its importance |
|     | 02.00 pm to 03.00 pm | Lunch Break |
|     | 03.00 pm to 04.00 pm | Leadership - meaning and essential qualities |
|     | 04.00 pm to 04.15 pm | Tea Break |
|     | 04.15 pm to 04.45 pm | Feedback and summing-up |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Topics</th>
<th>Duration</th>
<th>Objectives</th>
<th>Contents</th>
<th>Methods</th>
<th>Expected Outcome</th>
</tr>
</thead>
</table>
| One | 1       | Experience sharing by trainees on existing practices of Human Resource Management | 45 minutes | • To evaluate the past learning of the orientation phase and the current understanding of the subject.  
• To understand the existing practices of Human Resource Management within the enterprises.  
• To customize the content of the various topics as per the need of the trainees and the context. | Discussion | Mutually agreed upon topics and content for this training programme by the trainees and trainers. |
|     | 2       | Concept, importance, objectives and Role of Human Resource Management in Business Development | 1 hour & 30 minutes | To develop a thorough understanding and impart knowledge regarding the concept, objectives, importance and role of Human Resource Management in Business Development. | Concept of HRM, Objectives of HRM, Importance of HRM, Role of HRM in Business Development | Lecture & Discussion | Trainers gained improved understanding of the concept, objective, importance and role of HRM in Business Development.  
Trainers have finalized policies regarding HRM to support the development of their enterprise. |
|     | 3       | Human Resource Management – Records and Legal compliance | 2 hours | To introduce and impart knowledge regarding the different records and mandatory legal compliances with respect to HRM related to such enterprises. | Procedures and records of appointments, appraisals, memos, rewards, leaves, terminations, retirement, etc.; Procedures, records and written filing regarding income tax, professional tax, CPF etc.; Maintenance of employee record including attendance, payment registers, etc. | Lecture & Discussion | Trainers gained an adequate understanding of procedures and practices required regarding Human Resource within the enterprise. |
|     | 4       | Group dynamics | 2 hours & 15 minutes | • To introduce the concept of group dynamics, group process, group development, group norms - its importance in handling human resource.  
• To develop an understanding on the roles & responsibilities of team leaders and team members. | Group dynamics, Group Process, Group Development, Group Norms Team Building | Lecture, Games, Role Play, and Group Discussion | Trainers gained understanding on group dynamics, process of group, development, development of group norms, etc.  
Trainers gained helpful insights related to team building and handling of groups for the effective use of human resources in the interest of the enterprise. |
<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>5</td>
<td>Organizational Development (OD)</td>
<td>2 hours</td>
<td>To introduce the importance of Human Resource in OD and techniques to optimize the HR involvement in OD.</td>
<td>Concept of organizational development; Techniques of organizational development; Role of human resource in organizational development.</td>
<td>Lecture, game and discussion</td>
<td>Traineess gained adequate understanding on the importance of motivation and its techniques to optimize the HR involvement in OD.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Grievances – causes, impact and handling</td>
<td>1 hour</td>
<td>To make the trainees understand the importance and impact of grievances handling.</td>
<td>Grievances techniques and handling along with its impact on overall development; grievances handling techniques.</td>
<td>Lecture and Discussion</td>
<td>Traineess gained insights on the importance of grievances handling and the various techniques to handle grievances.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Motivation - methods and its importance</td>
<td>1 hour</td>
<td>To impart knowledge regarding the importance of motivation and its techniques to optimize the HR involvement in OD.</td>
<td>Concept and theories of motivation; techniques of motivation; impact of motivation on the overall development of the enterprise.</td>
<td>Lecture and Discussion</td>
<td>Traineess gained adequate understanding on the importance of motivation and its techniques to optimize the HR involvement in OD.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Leadership - meaning and essential qualities</td>
<td>1 hour</td>
<td>To develop in understanding the importance of leadership, its essential qualities and role in enterprise development.</td>
<td>Leadership; Types of leadership; Qualities required for effective leadership.</td>
<td>Lecture and Group Discussion</td>
<td>Traineess gained improved understanding on the importance of leadership, its essential qualities and role in enterprise development.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Feedback and summing up</td>
<td>30 minutes</td>
<td>To evaluate the training program and understand its impact.</td>
<td>Feedback and summing up on the various sessions.</td>
<td>Printed Format</td>
<td>Traineess got the opportunity to express their views regarding the training program.</td>
</tr>
</tbody>
</table>
Theme Area 3
Logistics, Storage Management and Housekeeping

Theme area No.3 is on Logistics, Storage Management and House Keeping. It is expected that at the end of the training programme the trainees would have an enhanced understanding of logistics management, procurement and storage management as well as the importance of each to build up a Sanitary Napkin Enterprise. In addition, this training would help the trainees to understand effective and efficient housekeeping and also help them finalize a system including a checklist of activities for the same.

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>09.30 am to 10.30 am</td>
<td>Registration, Material Distribution, Introduction and Inauguration</td>
</tr>
<tr>
<td></td>
<td>10.30 am to 11.15 am</td>
<td>Experience sharing by trainees on existing practices of Logistics Management</td>
</tr>
<tr>
<td></td>
<td>11.15 am to 11.30 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>11.30 am to 01.00 pm</td>
<td>Concept, importance and objectives of logistics management</td>
</tr>
<tr>
<td></td>
<td>01.00 pm to 02.00 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td>02.00 pm to 03.30 pm</td>
<td>Procurement Management-Principles, Meaning and Importance</td>
</tr>
<tr>
<td></td>
<td>03.30 pm to 03.45 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>03.45 pm to 05.45 pm</td>
<td>Storage Management- Principles, Meaning, Importance and storage techniques</td>
</tr>
</tbody>
</table>

Two

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 am to 09.30 am</td>
<td>Review</td>
</tr>
<tr>
<td>09.30 am to 11.00 am</td>
<td>Logistics and Legal issues, Record Keeping &amp; Information System</td>
</tr>
<tr>
<td>11.00 am to 11.15 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td>11.15 am to 12.15 am</td>
<td>Concept, importance, principles and components of House Keeping</td>
</tr>
<tr>
<td>12.15pm to 01.45 pm</td>
<td>Golden rules and checklists for effective house keeping</td>
</tr>
<tr>
<td>01.45 pm to 02.45 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>02.45 pm to 04.15 pm</td>
<td>Roles and responsibilities</td>
</tr>
<tr>
<td>04.15 pm to 04.30 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td>04.30 pm to 05.00 pm</td>
<td>Feedback and summing-up</td>
</tr>
<tr>
<td>Day</td>
<td>Module</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>One</td>
<td>1</td>
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<td></td>
<td>2</td>
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<tr>
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<td>3</td>
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<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Day</td>
<td>Session</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Two | 5       | Logistics and legal issues, Record Keeping & Information System | 1 hours & 30 minutes | • To introduce various legal provisions regarding logistics.  
• To introduce record keeping formats and techniques for effective logistics and impart knowledge to create an appropriate information system for the enterprise logistics.  
• To provide hands on practice for stores record. | Legal provisions regarding packaging, branding, labeling; Registers and documents to be maintained for effective logistics management; Designing of formats for effective information system related to logistics. | Lecture, Discussion and Demonstration if possible | • Trainees should understand legal provisions regarding logistics and their compliance methods.  
• Trainees gained the know how on maintaining registers and documents.  
• Trainee received practice on filling of formats. |
| 6   |         | Concept, importance principles and components of House Keeping | 1 hour | To develop a thorough understanding and impart knowledge regarding the concept, objectives, principles, components and importance of Housekeeping in Business Development. | Concept of housekeeping; Importance of housekeeping; Principles of housekeeping; Components of housekeeping; Housekeeping and its role in enterprises development. | Lecture & Discussion | Trainees gained improved understanding regards to the concept, importance, principles of housekeeping and its impact on enterprise development. |
| 7   |         | Golden rules and checklists for effective housekeeping | 1 hour & 30 minutes | To impart knowledge and skills with regards to golden rules and developing a checklist for effective housekeeping | Development of Golden rules for housekeeping; Preparing checklists for housekeeping; Preparing information boards and instructions for display within premises. | Lecture, Discussion & Exercises | • Trainees gained understanding on the golden rules related to housekeeping.  
• Trainees developed checklists and instruction for displaying within premises. |
| 8   |         | Roles and responsibilities | 1 hour & 30 minutes | • To develop understanding regarding roles and responsibilities related to logistics, store management and housekeeping.  
• To clear any doubts regarding respective job profiles and other aspects related to logistics, stores and housekeeping. | Description of the corresponding job profiles; Dos and don'ts; Self-discipline and the qualities required for effective logistics and storage management and housekeeping. | Lecture and Discussion | Trainees gained knowledge regarding the important aspects of their job, responsibilities and the model working systems for logistics storage and housekeeping personnel. |
| 9   |         | Feedback and summing-up | 30 minutes | To evaluate the training programme and understand its impact | Formal evaluation and Feedback | Printed Format | • Trainees gained insights on the impact of the programme.  
• Trainees got an opportunity to express their views regarding the training programme. |
Theme Area 4
Sales and Marketing

Theme area No.4 is on Sales and Marketing. It is expected that at the end of the training programme the trainees would have an enhanced understanding of the importance of Sales and Marketing in enterprise development and sustainability, methods of product promotion, and mapping of market. They would also get knowledge regarding customers and their types. The capacity of the trainees to design a basic marketing plan and devise product promotion activities would be developed. Tips will be given to trainees on developing a sales attitude and efforts will be made towards making them recognize that ‘sales’ is fun!

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>09.30 am to 10.00 am</td>
<td>Registration, Material Distribution, Introduction and Inauguration</td>
</tr>
<tr>
<td></td>
<td>10.00 am to 11.15 am</td>
<td>Experience sharing by Trainees on existing practices of sales and marketing</td>
</tr>
<tr>
<td></td>
<td>11.15 am to 11.30 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>11.30 am to 01.00 pm</td>
<td>Concept, scope, functions and principles of sales management</td>
</tr>
<tr>
<td></td>
<td>01.00 pm to 02.00 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td>02.00 pm to 03.30 pm</td>
<td>Market mapping and multi-level approaches</td>
</tr>
<tr>
<td></td>
<td>03.30 pm to 03.45 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>03.45 pm to 05.15 pm</td>
<td>Types of Consumers, Consumer market and Buying behavior</td>
</tr>
<tr>
<td>Two</td>
<td>09.00 am to 09.30 am</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td>09.30 am to 10.30 am</td>
<td>Identification of distribution channels and methods of product promotion and branding</td>
</tr>
<tr>
<td></td>
<td>10.30 am to 10.45 am</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>10.45 am to 12.45 am</td>
<td>Importance of communication skills in sales and marketing</td>
</tr>
<tr>
<td></td>
<td>12.45 am to 01.45 pm</td>
<td>Communication (Games and Demonstrations)</td>
</tr>
<tr>
<td></td>
<td>01.45 pm to 02.45 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td>02.45 pm to 04.15 pm</td>
<td>Role and Responsibility of sales personnel and necessary Documentation</td>
</tr>
<tr>
<td></td>
<td>04.15 pm to 04.30 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>04.30 pm to 05.00 pm</td>
<td>Feedback and summing-up</td>
</tr>
<tr>
<td>Day</td>
<td>Session</td>
<td>Topics</td>
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<tr>
<td>-----</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>One</td>
<td>1</td>
<td>Experience sharing by Trainees on existing practices of sales and marketing</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Concept, scope, functions and principles of sales and marketing</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Market mapping and multi-level approaches</td>
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<td></td>
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<tr>
<td></td>
<td>4</td>
<td>Types of Consumers, Consumer market and Buying behavior</td>
</tr>
<tr>
<td>Day</td>
<td>Two</td>
<td></td>
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<tr>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td>Identification of distribution channels and methods of product promotion and branding</td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Trainers gained understanding of the role of communication in sales and marketing, the importance of communication skills in sales and marketing, the methods and techniques of improving communication skills, and the golden rules of sales.</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>Lecture, Group Discussion and role plays</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>To create an understanding regarding the importance of communication in sales and marketing, the role of communication in sales and marketing, and the golden rules of sales.</td>
<td></td>
</tr>
<tr>
<td>Contents</td>
<td>Communication skills in sales and marketing</td>
<td></td>
</tr>
<tr>
<td>Distribution channels and methods of product promotion and branding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative ways of product promotion; Branding of the product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Communication (games and demonstrations)</td>
</tr>
<tr>
<td>Duration</td>
<td>1 hour</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Trainers gained insight and improved knowledge on the various aspects of marketing personnel and the importance of documentation.</td>
</tr>
<tr>
<td>Methods</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>Objective</td>
<td>To create an understanding of the role and responsibilities of marketing personnel and the importance of documentation.</td>
</tr>
<tr>
<td>Contents</td>
<td>Role and responsibility of marketing personnel and necessary documentation</td>
</tr>
<tr>
<td>Description of the job profile; Dos and don’ts; Self-discipline and the qualities required for effective sales management; Documentation regarding collection; Golden rules of sales</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Communication (games and demonstrations)</td>
</tr>
<tr>
<td>Duration</td>
<td>1 hour &amp; 30 minutes</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Trainers gained understanding of the means of communication, their importance and selection of methods for communication.</td>
</tr>
<tr>
<td>Methods</td>
<td>Games and Demonstrations</td>
</tr>
<tr>
<td>Objective</td>
<td>To create an understanding of the means of communication, their importance and selection of methods for communication.</td>
</tr>
<tr>
<td>Contents</td>
<td>Means of communication and other aspects.</td>
</tr>
<tr>
<td>Games and Demonstrations</td>
<td>Trainees gained understanding on the different means of communication, selection of methods and the importance of each method.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Feedback and summing-up</td>
</tr>
<tr>
<td>Duration</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Expected Outcome</td>
<td>Trainers gained insights on the programme and its impact.</td>
</tr>
<tr>
<td>Methods</td>
<td>Printed Format</td>
</tr>
<tr>
<td>Objective</td>
<td>To evaluate the training programme and its impact.</td>
</tr>
<tr>
<td>Contents</td>
<td>Feedback and summing-up</td>
</tr>
<tr>
<td>Formal evaluation and feedback</td>
<td>Trainers got an opportunity to evaluate the programme and express their views regarding the training programme.</td>
</tr>
</tbody>
</table>
Debriefing is the last phase in the entire series of this Training Manual. The participants for this phase will be representatives of the various enterprises (one each from marketing, production, management and administration). The total size would range from 40-50 members. The resource persons will be from the technical field as well as from the management field. The total number of resource persons can be decided depending upon the size of the group. In the early part of this session the participants will be divided into groups and given the task of filling review formats. These formats will form the basis for the discussions throughout this session.
Debriefing

**Duration:** One Day  
**Nature:** Non-residential  
**Trainees:** 3-4 Members of Sanitary Napkin Enterprise from 8-10 Enterprises  
**No. of trainers:** As per the SN Unit  
**Trainers:** 2-4

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### Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
<th>Subject</th>
</tr>
</thead>
</table>
| 1       | 09.00 am to 09.30 am | + Registration  
+ Introduction  
+ Objectives of the training |
| 2       | 09.30 am to 10.30 am | Group work: filling formats for review |
| 3       | 10.30 am to 11.30 am | Review of existing status of the Sanitary Napkin Enterprises |
| 4       | 11.30 am to 01.00 pm | Discussion and guidance on issues related to production  
| 5       | 01.00 pm to 02.00 pm | Lunch |
| 6       | 02.00 pm to 03.30 pm | Discussion and guidance on issues related to Sales & Marketing |
| 7       | 03.45 pm to 04.45 pm | Discussion and guidance on issues regarding Administration and Management |
| 8       | 04.45 pm to 05.15 pm | Summing-up |

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#### Session 1

**Group work for completing the formats for review**  
**Duration:** 1 hour  
**Group Work**

During this session the participants from each enterprise will sit in groups in order to review their enterprise with the help of formats provided. The representatives from each enterprise will form one group and discuss each form and fill it accordingly.

These review forms will help guide the discussions in the remaining sessions for the day within this phase of the training. These formats will also save time as these would enable the trainers to sort out the common and special issues.

#### Session 2

**Review of existing status of Sanitary Napkin Enterprises**  
**Duration:** 1 hour  
**Group Discussion**

During the session, an overview of the existing status of the Sanitary Napkin enterprises is expected. This session will be useful to help the trainees open up on various issues regarding their enterprise. Sharing of innovative practices for sales and marketing and effective management of the enterprises is also expected. The trainees should share success stories regarding any aspect of the enterprise as well as chart out the growth of the enterprise including identifying periods of success and struggle and the ensuing changes.

Trainers would need to motivate the trainees to express both positive and negative aspects of the enterprise without any hesitation.

#### Session 3

**Discussion and guidance on issues related to production**  
**Duration:** 1 hour & 30 minutes  
**Group Discussion, Demonstrations**

During the session, various issues emerging during the production process as well as around the process like the factors that hinder efficiency in production and hamper the quality of the production as well as the product needs to be discussed in detail. This discussion must be in detail describing the present status of each of the enterprises along with the challenges, remedies as well as implementation of the solutions.

It would be very helpful if the trainees and the trainers note down the range of issues that need to be taken up for discussion. The trainer must ensure that each and every issue is discussed and satisfactory solutions are devised or suggested by the group with the help of the trainers. The trainees responsible for production process should be encouraged to participate on the basis of their experience of day to day production.
In case the need arises, the trainers should go ahead and demonstrate the process.
Since this is the last interaction in this series of capacity building, the resource persons should keep in mind that any unanswered concern may hamper the development process of the enterprises.

Session 4
Discussion and guidance on issues related to Sales & Marketing
Duration - 1 hour & 30 minutes
Presentations and Group Discussion

During the session, a detailed discussion regarding the status of the sales and marketing is to be conducted. It is expected there should be a presentation by each group representing an enterprise highlighting the following issues:
- Methods used for sales and marketing
- Marketing channels identified
- Advertisement
- Distribution channels
- Sale
- Recovery
- Issues of outstanding
- Feedback from customer

This presentation should be followed by discussion and guidance from the trainers. The various specific and overall issues raised by the trainees during the presentations must be reflected upon and appropriate solutions and options could be discussed.

Session 5
Discussion and guidance on issues regarding Administration and Management
Duration - 1 hour
Group Discussion

During the session, trainees should present the status report with regards to administrative and management practices adopted by their respective enterprises along with difficulties faced. To make the session useful, the trainers would require encouraging the trainees to speak freely on the following issues:
- Human resource : Status and issues related to output and interpersonal relations
- Record keeping
- Accounts and Book-keeping
- Storage and other logistics
- Legal issues
- House keeping

The trainers are expected to understand the issues and provide feasible solutions. The practical approach of the trainers will help the trainees to streamline the administrative and management practices of the enterprise.

ANNEXURE
Annexure A: Images of Production process
Annexure B: Survey Form
Annexure C: Formats for collecting useful information for discussions during debriefing workshop
Annexure A

Production Process

01
Sheets of fluff being torn in pieces.

02
Pieces of fluff ready for grinding.

03
Grinder being switched on.

04
Ground fluff being weighed and required quantity being put into moulds.

05
Fluff being put in the moulds of a core forming machine. Here you see three core forming machines (moulders).

06
Core forming machine. In foreground: three pieces of pressed wood pulp in shape of Sanitary Napkin or Pad ready to be furnished with a stroke of (blue) non-permeable tissue (which will constitute the underlayer of the pad).
07 Blue non permeable tissue being put on the moulded woodpulp.

08 Pile of moulded wood pulp and (bleu) underlayer ready to be wrapped in non-woven tissue.

09 Moulded wood pulp being wrapped in non-woven tissue and being sealed (with the help of a heated wire) in the sealer.

10 Sealing of sides of the wrapped pad/napkin.

11 Release strip being glued manually on wrapped and sealed pads.

12 Sealed pad/napkin being furnished manually with a release strip.
Packet being closed and sealed: ready for sale.

Overview of the production area.

Sterilized pads / napkins being put in the packet.

Ready pad/napkin being put in an autoclave to be sterilized.

Putting on of glove.
Annexure B

Survey Form

Village: ____________________________  Taluka: ________________  District: ________________
Address (including landmark): ______________________________
Name of the family: ________________________________________
Name of the respondent: ____________________________________
Age of the respondent: _____________________________________
No of family members total: ______________  male: ______________  female: ______________
What do you use during menstruation?
Reusable cloth  ☐  Sanitary pad  ☐  Any other  ☐

Specify: ___________________________________________________

How many times you change the pad/cloth in a day? ______________
Do you use pads and cloth both at different times? ______________

If you are using pad,
• Which brand do you use? ________________________________
• Where do you get it from? ______________________________
• How much do you pay? ________________________________
• How many hours you use one pad? ______________________
• How do you dispose pads? ____________________________
• How did you know about pads? ________________________
• Why do you use pad? Explain: ________________________

If you are using reusable cloth,
• Where do you get it from? ______________________________
• How much do you pay? ______________________________
• How many months do you use one cloth? ______________
• Why do you use cloth? Explain: ______________________
• Why do you not use pad? Explain: ____________________

Observations/Comments: _______________________________________
Has the respondent been given samples? ☐

Annexure C

Formats for collecting useful information for discussions during debriefing workshop on all four topics to be discussed are as below

1 | Review of the existing status of the Sanitary Napkin Enterprise

<table>
<thead>
<tr>
<th>Sr</th>
<th>Particulars</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Success stories regarding production and group work</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Major achievements in the area of sales</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Any Innovative techniques use for Promotion</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Profitability</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Support from the community, government and other stakeholders</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Major challenges</td>
<td></td>
</tr>
</tbody>
</table>
## 2 | Review of issues related to production

<table>
<thead>
<tr>
<th>Sr</th>
<th>Particulars</th>
<th>Issues/Problem Areas/Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Machinery</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Raw Material</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Infrastructure of production area</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Logistics, Power, etc.</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Efficiency</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Other related issues</td>
<td></td>
</tr>
</tbody>
</table>

## 3 | Review of existing status and issues related to Sales & Marketing

<table>
<thead>
<tr>
<th>Sr</th>
<th>Particulars</th>
<th>Issues/Problem Areas/Challenges</th>
</tr>
</thead>
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<td>Sales Personnel</td>
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<td>Costs involved</td>
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<td>06</td>
<td>Over all issues</td>
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**Review of existing status and issues regarding Administration and Management**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Particulars</th>
<th>Issues/Problem Areas/Challenges</th>
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<tbody>
<tr>
<td>01</td>
<td>Leadership</td>
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<tr>
<td>02</td>
<td>Discipline</td>
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<tr>
<td>03</td>
<td>Group dynamics</td>
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<tr>
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<td>Team work/ownership</td>
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<tr>
<td>05</td>
<td>Work distribution</td>
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<td>Accounting</td>
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<tr>
<td>09</td>
<td>Other related issues</td>
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Notes