NORTH EAST SCHOOL OF HANDLOOM ENTREPRENEURSHIP (NESHE)

National Handloom Development Corporation (NHDC)

Ministry of Textiles, Government of India

Address: NHDC RO, IIHT Campus, Khanapara, Guwahati -781022

PART A — APPLICANT PROFILE

1. Applicant Details

Full Name: _____

Date of Birth: _____

(Applicant age should be between 18 years to 29 years)

Gender: Female

Caste: SC/ST/OBC/GEN

Mobile Number: _____

Email: _____

Address:

_____

_____

District: _____

State: _____

2. Educational Qualification

Qualification	Institution / Board / University	Year	Percentage / Grade

Minimum Education requirement is 10th Pass

3. Present Occupation / Activity

(Minimum 2 years of weaving experience)

☐ Student
☐ Weaver / Artisan
☐ Existing Entrepreneur
☐ Farmer / Allied Activity
☐ Self-employed
☐ Salaried Employment
☐ Unemployed
☐ Family Business
☐ Other (may specify): _____

PART B — YOUR CONNECTION WITH HANDLOOM

4. What is your connection with the handloom sector?

☐ I am a weaver/artisan
☐ My family is engaged in handloom
☐ I operate a handloom-related business
☐ I work with weavers/artisans
☐ I am involved in textile/design/fashion
☐ I am involved in marketing/sales
☐ I am interested in starting a handloom-linked business
☐ I have no direct connection but wish to enter the sector
☐ Other: _____

PART C — WHY DO YOU WANT TO BECOME AN ENTREPRENEUR?

8. Why do you want to become an entrepreneur?

Select the three reasons that most closely describe your motivation.

☐ To create employment
☐ To become financially independent
☐ To continue/improve a family business
☐ To commercialise my skills
☐ To solve a problem I have identified
☐ To create something of my own
☐ To work in the handloom sector
☐ To build a larger enterprise

☐ To create social/community impact
☐ Other: _____

Explain your choices.

Maximum 150 words

_____

_____

_____

_____

_____

PART D — DOCUMENTS TO BE SUBMITTED

The applicant shall submit the documents

☐ Recent photograph

☐ Proof of age

☐ Educational qualification certificates

☐ Experience certificates (minimum 2 years of weaving experience)

☐ Identity/address proof

PART N — APPLICANT DECLARATION

I hereby declare that the information furnished by me in this application is true and correct to the best of my knowledge and belief.

Name: _____

Signature: _____

Date: _____

Place: _____

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APPLICATION ASSESSMENT

Applicant ID: _____

A. BASIC ELIGIBILITY

Parameter	Status
Age eligibility	☐ Eligible ☐ Not Eligible
Educational eligibility	☐ Eligible ☐ Not Eligible
Other prescribed criteria	☐ Eligible ☐ Not Eligible

B. OBSERVATION

Demonstrated Strengths

_____

_____

_____

_____

Entrepreneurial Potential

☐ Exceptional
☐ High
☐ Good
☐ Moderate
☐ Low

Recommended for Selection?

☐ **YES**

☐ **NO**

☐ **WAITLIST**

State Authorised Signatory:

NORTH EAST SCHOOL OF HANDLOOM ENTREPRENEURSHIP (NESHE)

MASTER CURRICULUM

12-Week Modular Programme

1. The purpose of NESHE

The North East School of Handloom Entrepreneurship (NESHE) is designed to help women weavers build on the knowledge and skills they already possess and develop the confidence and capability to run handloom enterprises. The programme brings together craft knowledge, design, technology, product development, market understanding and business practice.

The journey is practical and connected. Participants begin by understanding their design heritage and the needs of users. They then explore products, materials, colour, yarn, quality and traceability. In the final phase, they learn to manage the financial and market-facing aspects of an enterprise and present a business proposition of their own.

The intention is not to separate traditional knowledge from contemporary enterprise. It is to help participants recognise the value of their craft, make informed choices, respond to changing opportunities and build livelihoods on a stronger foundation.

2. Programme structure

The programme is organised into 12 weeks and three connected phases. Each week has a clear focus, a practical mode of learning and an output that contributes to the participant's final enterprise project.

Phase	Weeks	Focus	Learning journey
Foundation Phase	1–4	Design foundations, product diversification, technology orientation and market intelligence.	Understand design and users; explore product opportunities; use digital tools; identify markets.
Core Skills Phase	5–8	Colour science, yarn innovation, quality control, blockchain and traceability.	Experiment with colour and materials; develop prototypes; strengthen quality; communicate product identity.
Integration Phase	9–12	Business skills, digital marketing, export readiness and enterprise development.	Understand finance; build a digital presence; prepare for buyer engagement; present an enterprise plan.

The 12-week learning programme is supported by five days of induction before the main teaching sequence and ten days of de-induction at its conclusion. After the programme, participants continue to receive structured handholding and mentorship.

3. Learning approach

NESHE follows a learning-by-doing approach. Practical work, demonstrations, field exposure and enterprise exercises are central to the programme. Classroom learning provides the concepts and language participants need; practical sessions allow them to apply those ideas to real products and business situations.

Learning mode	How it is used
Classroom	Introduce concepts, discuss examples, interpret information and reflect on learning.
Hands-on practice	Work with materials, develop samples, test ideas and complete product-related tasks.

Learning mode	How it is used
Digital Lab	Use digital design, productivity, traceability, photography and marketing tools.
Demonstration/field visits	Observe design studios, retail and distribution centres, yarn production units and export support facilities.
Group projects	Share experience, solve problems, develop ideas and learn collaboratively.
Mentorship	Receive guidance from designers, technical experts, entrepreneurs and other practitioners.

4. Programme-wide learning outcomes

By the end of the programme, participants should be able to:

1. Describe the handloom value chain, from fibre and yarn to finished product and market.
2. Recognise the design heritage of their weaving traditions and use it thoughtfully in contemporary product development.
3. Develop a small product range based on customer needs, material suitability and production capability.
4. Use selected digital tools to explore designs, organise work and communicate product ideas.
5. Conduct basic market research and identify customer groups, product opportunities and possible sales channels.
6. Develop textile colour palettes and understand the basic processes involved in natural dyeing.
7. Compare yarn properties, experiment with yarn combinations and develop fabric samples or prototypes.
8. Identify common product defects, apply basic quality checks and maintain simple quality records.
9. Explain product traceability and prepare a basic digital product record linked through a QR code.
10. Calculate product costs, develop prices and maintain basic business records.
11. Present products through suitable branding, photography, digital content and online listings.
12. Understand the basic requirements of buyer engagement and export readiness.
13. Present a product collection and a practical business plan to peers, mentors and prospective buyers.
14. Identify the support and next steps needed to establish or strengthen an individual or collective enterprise.

5. The 12-week curriculum at a glance

Week	Module	Core learning areas	Delivery mode
Week 1	Orientation & Design Foundations	Introduction to the Centre and programme; design thinking basics; traditional to contemporary design; team formation and project scoping; local design heritage mapping.	Classroom + Hands-on
Week 2	Product Diversification	Product range development; material innovation; collection planning; visit to design studios.	Hands-on + Demo Visit
Week 3	AI & Digital Technologies	AI basics for handloom; digital design tools; smart productivity tools; pattern generation using AI; setting up digital productivity trackers.	Digital Lab
Week 4	Market Intelligence	Market research methods; trend analysis; consumer behaviour; market survey techniques; visit to retail and distribution centres.	Classroom + Practical
Week 5	Colour Theory & Palettes	Colour theory for textiles; seasonal colour stories; natural dye workshop; colour story development for collections; natural dye extraction and application.	Hands-on + Classroom
Week 6	Fusion Yarns & Innovation	Indigenous yarn properties; fusion yarn development; prototype development; material testing and sampling; visit to yarn production units.	Hands-on + Demo Visit
Week 7	Quality Control & Standards	Quality standards and parameters; defect management; certification types; quality-control process mapping; test certificate documentation.	Classroom + Digital Lab
Week 8	Blockchain & Traceability	Blockchain technology basics; digital authentication; supply-chain transparency; demonstration of blockchain implementation; QR code and digital certificate creation.	Digital Lab + Classroom
Week 9	Financial Literacy	Costing and pricing; basic accounting; banking and credit access; product-pricing calculator setup; record-keeping system setup.	Classroom + Digital Lab
Week 10	Digital Marketing	Social media platforms; product photography; content creation; social media account setup; product photography workshop; online store setup.	Digital Lab + Hands-on
Week 11	Export Readiness	Export documentation; international standards; B2B platforms; visit to an export facilitation centre; international buyer requirement analysis.	Classroom + Field Visit
Week 12	Capstone Project	Mock exhibition; business plan presentation; artisan enterprise launch; final collection presentation; buyer meetings and networking.	Hands-on + Field Visit

6. Detailed weekly teaching plans

Each weekly plan identifies the central learning themes, practical work, expected output and assessment evidence. Trainers should connect each week's work with the participant's developing product and enterprise project.

Week 1 | Orientation & Design Foundations

Foundation Phase • Classroom + Hands-on

Learning focus

Introduction to the Centre and programme; design thinking basics; traditional to contemporary design; team formation and project scoping; local design heritage mapping.

Teaching content

- The NESHE learning journey, its purpose, learning expectations, centre facilities and participant responsibilities.
- An overview of the handloom value chain, from fibre and yarn to weaving, finishing, product development and the market.
- Design thinking as a practical way of understanding people, identifying needs, exploring ideas and developing useful solutions.
- Traditional and contemporary design: how craft identity, regional knowledge and established techniques can inform products for present-day users.
- Local design heritage: motifs, structures, materials, techniques, stories and the cultural knowledge associated with weaving traditions.
- Team formation and project scoping: selecting an area of interest that can be explored through the programme.

Practical learning activities

- Prepare a visual map of local weaving and design heritage.
- Identify a user, a need and a possible product or design opportunity.
- Form learning groups and prepare a short project concept note.

Expected participant output

OUTPUT Understanding of the regional design context and a project concept note.

Assessment and feedback

Review the heritage map and concept note for clarity, relevance, observation and a clear statement of the opportunity.

Connection to the next week

Participants carry their design context and initial project idea into product-range development in Week 2.

Week 2 | Product Diversification

Foundation Phase • Hands-on + Field Visit

Learning focus

Product range development; material innovation; collection planning; visit to design studios.

Teaching content

- Understanding product diversification and the reasons for developing products beyond the traditional range.
- Exploring product opportunities in home textiles, accessories, apparel components, gifting and other suitable applications.
- Selecting materials according to product function, texture, weight, drape, durability, finishing and intended use.
- Planning a coherent collection around a customer group, theme, product mix, colour direction and indicative price range.
- Using modular design thinking to adapt dimensions, motifs, fabric panels and product details across a range.
- Learning from professional design practice through observation of design development, material selection, sampling and collection presentation.

Practical learning activities

- Prepare a product opportunity matrix based on existing skills and materials.
- Develop a collection board showing theme, intended customer, product mix and material direction.
- Begin one sample or prototype for review.

Expected participant output

OUTPUT An initial product collection plan and product sample development.

Assessment and feedback

Review product relevance, collection coherence, material suitability and the participant's ability to explain design choices.

Connection to the next week

The product concepts developed this week provide the basis for digital design exploration in Week 3.

Week 3 | AI & Digital Technologies

Foundation Phase • Digital Lab

Learning focus

AI basics for handloom; digital design tools; smart productivity tools; pattern generation using AI; setting up digital productivity trackers.

Teaching content

- An introduction to artificial intelligence and its practical uses in design exploration, writing, product descriptions and everyday enterprise tasks.
- Using AI tools to explore pattern ideas, colour combinations and visual concepts while critically reviewing their cultural and technical suitability.
- Introduction to accessible digital design tools for drawing, layout, colour exploration, catalogue preparation and design communication.
- The difference between an AI-generated visual concept and a production-ready weave design. Technical translation, sampling and validation remain essential.
- Using simple digital tools to organise tasks, monitor sample development, record production progress and manage orders.
- An introduction to smart loom technologies, sensors, pattern recognition, computer vision, defect prediction and digital simulation through demonstrations or examples.
- Responsible use of technology, including privacy, copyright, accuracy and respect for traditional knowledge.

Practical learning activities

- Create and review an AI-assisted design concept based on the participant's product idea.
- Set up a simple digital tracker for tasks, samples or production progress.
- Prepare a digital presentation of one proposed product.

Expected participant output

OUTPUT Digital design prototypes and a basic digital productivity tracker.

Assessment and feedback

Review the design concept, the participant's reasoning and the practical use of the tracker.

Connection to the next week

Participants test their product ideas against customer preferences and market evidence in Week 4.

Week 4 | Market Intelligence

Foundation Phase • Classroom + Field Visit

Learning focus

Market research methods; trend analysis; consumer behaviour; market survey techniques; visit to retail and distribution centres.

Teaching content

- Understanding primary and secondary market research, including observation, short interviews, customer surveys and desk research.
- Understanding consumer needs, buying occasions, product-use contexts, quality expectations and price sensitivity.
- Reading trend information from retail displays, trade events, reports and social media, while distinguishing emerging interest from proven demand.
- Comparing competing products by category, material, technique, quality, dimensions, price, presentation and sales channel.
- Identifying customer groups, niche opportunities and possible geographic markets for selected handloom products.
- Understanding seasonality, simple demand forecasting and the relationship between demand, inventory and small-batch production.
- Recognising buyer requirements relating to specifications, quantities, quality, packaging, delivery and price.

Practical learning activities

- Conduct a small market survey or structured retail observation.
- Prepare a competitor comparison and a simple customer profile.
- Create a market opportunity map for one proposed product.

Expected participant output

OUTPUT A market research report and trend analysis summary.

Assessment and feedback

Assess the quality of observations, use of evidence, competitor comparison and clarity of the identified opportunity.

Connection to the next week

Market findings inform the colour direction and collection palette in Week 5.

Week 5 | Colour Theory & Palettes

Core Skills Phase • Hands-on + Classroom

Learning focus

Colour theory for textiles; seasonal colour stories; natural dye workshop; colour story development for collections; natural dye extraction and application.

Teaching content

- Understanding hue, value, saturation, contrast, warm and cool colours, and colour harmony in textile design.
- Developing seasonal colour stories that respond to customer preferences while retaining regional design identity.
- Creating a coherent colour palette for a product collection, supported by a theme, intended customer and product use.
- Exploring indigenous dyeing knowledge and selected natural dye sources such as indigo, turmeric, tea, lac and suitable local plant materials.
- Learning the basic stages of natural dyeing, including fibre preparation, dye extraction, dye-bath preparation, mordanting and application.
- Understanding shade consistency and basic colour-fastness concepts, including washing, rubbing and light exposure.
- Following safe and responsible workshop practices, including appropriate protective equipment, ventilation, safe handling of mordants and careful wastewater management.

Practical learning activities

- Prepare a textile colour palette and a seasonal colour story.
- Participate in a supervised natural dye workshop and prepare labelled swatches.
- Record the dye source, fibre, process and observed shade.

Expected participant output

OUTPUT Natural dye samples and a colour palette for the participant's collection.

Assessment and feedback

Review palette coherence, swatch records, understanding of the process and safe workshop practice.

Connection to the next week

Colour and dye outcomes become inputs for yarn and fabric experimentation in Week 6.

Week 6 | Fusion Yarns & Innovation

Core Skills Phase • Hands-on + Field Visit

Learning focus

Indigenous yarn properties; fusion yarn development; prototype development; material testing and sampling; visit to yarn production units.

Teaching content

- Understanding the properties of indigenous yarns, including fibre origin, thickness, twist, strength, texture, lustre, absorbency and suitability for different uses.
- Comparing yarns such as Eri, Muga and cotton, along with other materials used by participants.
- Exploring the possibilities and practical considerations of combining yarns and fibres, including compatibility, processing, appearance, performance and cost.
- Considering recycled and other sustainable materials where they are technically suitable and available.
- Developing samples and prototypes by selecting yarn combinations, weave structures, colour, dimensions and intended product applications.
- Observing material performance through suitable basic tests and structured comparison of samples.
- Considering loom compatibility, production repeatability, material availability and the likely value of the finished product.

Practical learning activities

- Prepare a yarn comparison chart and a labelled yarn library.
- Develop experimental yarn combinations or blended fabric swatches.
- Prepare a prototype record describing materials, process and observations.

Expected participant output

OUTPUT Yarn samples and blended fabric prototypes.

Assessment and feedback

Review sample documentation, material choices, prototype suitability and field-visit observations.

Connection to the next week

The prototypes developed this week become reference samples for quality assessment in Week 7.

Week 7 | Quality Control & Standards

Core Skills Phase • Classroom + Digital Lab

Learning focus

Quality standards and parameters; defect management; certification types; quality-control process mapping; test certificate documentation.

Teaching content

- Understanding quality as the ability of a product to meet agreed customer and product requirements.
- Identifying relevant quality parameters, including dimensions, weight where appropriate, colour consistency, weave regularity, finishing and packaging.
- Recognising common weaving, yarn, dyeing, measurement, finishing and handling defects.
- Mapping quality checkpoints across raw-material selection, preparation, weaving, dyeing, finishing, inspection and packing.
- Recording defects, identifying possible causes and deciding when rework or corrective action may be required.
- Understanding the purpose of textile testing, sample identification, test reports and product quality records.
- Becoming familiar with the broad purpose of standards and certification systems such as GOTS, OEKO-TEX®, GRS and Fair Trade, and understanding that each has its own scope and requirements.

Practical learning activities

- Inspect sample products and prepare a defect identification sheet.
- Develop a product-specific quality checklist and a simple process map.
- Review a sample test report or certificate and identify its scope and key information.

Expected participant output

OUTPUT Quality checklists and sample documentation.

Assessment and feedback

Assess the participant's ability to identify defects, describe basic acceptance requirements and complete a quality record.

Connection to the next week

Quality records and product information become evidence inputs for traceability in Week 8.

Week 8 | Blockchain & Traceability

Core Skills Phase • Digital Lab + Classroom

Learning focus

Blockchain technology basics; digital authentication; supply-chain transparency; demonstration of blockchain implementation; QR code and digital certificate creation.

Teaching content

- Understanding traceability as the ability to follow a product through its stages of sourcing, production, processing, quality checking, packaging and sale.
- Creating a product, batch or item identifier and linking it to a product record.
- Understanding the information and evidence that may support claims about origin, artisan, material, process and product characteristics.
- Creating a QR-linked product page or digital certificate using verified sample information.
- Understanding the basic idea of blockchain and how shared digital records may support transparency and verification.
- Recognising that a QR code provides access to information but does not, by itself, prove authenticity, origin or quality. Accurate source information remains essential.
- Considering which product information may be shared publicly, provided to buyers or kept restricted, with attention to consent, privacy and data accuracy.
- Becoming familiar with the idea of a Digital Product Passport as a structured digital record about a product.

Practical learning activities

- Map the journey of one sample product and identify information available at each stage.
- Prepare a basic digital product record and generate a QR code linked to it.
- Test the QR experience from the perspective of a customer or buyer.

Expected participant output

OUTPUT A demonstration of product tagging and digital traceability for sample products.

Assessment and feedback

Check the completeness and accuracy of the product record, QR functionality and understanding of the limits of digital authentication.

Connection to the next week

The traceable product becomes the basis for costing, pricing and commercial planning in Week 9.

Week 9 | Financial Literacy

Integration Phase • Classroom + Digital Lab

Learning focus

Costing and pricing; basic accounting; banking and credit access; product-pricing calculator setup; record-keeping system setup.

Teaching content

- Understanding the different costs involved in making and selling a handloom product, including materials, labour, processing, packaging, transport and relevant overheads.
- Recognising and valuing the time and work involved in preparation, weaving, finishing and other production activities.
- Learning how to calculate a product cost and develop a price by considering cost, market conditions, customer expectations and the value of the product.
- Understanding basic business records, including receipts, payments, sales, purchases, cash records and simple income and expenditure summaries.
- Setting up paper-based or digital records for orders, inventory, production, customer payments and payments to artisans or members.
- Understanding basic banking services, digital payments, credit, loan obligations and the importance of repayment capacity and reliable records.
- Understanding working capital and cash flow, including the timing of purchases, production payments, stock holding and customer receipts.
- Connecting the cost sheet, price, production capacity, customer and sales assumptions to a simple business plan.

Practical learning activities

- Prepare a cost sheet and selling-price calculation for one product.
- Set up a simple bookkeeping or record-keeping template.
- Prepare a basic monthly cash-in and cash-out forecast.

Expected participant output

OUTPUT A product cost sheet and a basic financial record-keeping system.

Assessment and feedback

Review the completeness of the cost sheet, the logic of the price and the usability of the financial records.

Connection to the next week

The cost, price and customer proposition provide the foundation for digital brand presentation in Week 10.

Week 10 | Digital Marketing

Integration Phase • Digital Lab + Hands-on

Learning focus

Social media platforms; product photography; content creation; social media account setup; product photography workshop; online store setup.

Teaching content

- Understanding brand identity, product positioning and the value a handloom enterprise offers to its customers.
- Communicating the story of a product through its maker, craft tradition, materials, process, quality and intended use.
- Learning product photography basics, including lighting, background, angles, scale, detail images and colour accuracy.
- Creating product descriptions, captions, short videos and simple content calendars.
- Selecting suitable social media platforms and setting up professional profiles for product communication.
- Understanding the basic elements of an online store, including product listings, images, descriptions, variants, prices, stock, payment and delivery information.
- Responding to customer enquiries, maintaining customer records and using available platform insights to improve communication.
- Connecting online promotion with stock availability, fulfilment, delivery, returns and customer service.

Practical learning activities

- Prepare or set up a professional digital brand profile.
- Photograph a selected product and create a small content pack.
- Prepare a draft product listing or online storefront and a basic content calendar.

Expected participant output

OUTPUT Digital brand profiles and marketing content.

Assessment and feedback

Review profile completeness, photography, accuracy of product information and suitability of content for the intended customer.

Connection to the next week

Digital marketing and product listings provide a foundation for buyer-facing presentation and export readiness in Week 11.

Week 11 | Export Readiness

Integration Phase • Classroom + Field Visit

Learning focus

Export documentation; international standards; B2B platforms; visit to an export facilitation centre; international buyer requirement analysis.

Teaching content

- Understanding the basic requirements for preparing a handloom product for an international market.
- Assessing product suitability, production capacity, consistency, packaging, lead time and buyer expectations.
- Becoming familiar with common categories of export and shipping documents, while recognising that exact requirements depend on the transaction and destination.
- Understanding how international buyer specifications and destination-market requirements may affect testing, standards, certification and product information.
- Identifying relevant business-to-business platforms and preparing a basic buyer profile.
- Understanding the elements of export pricing, including product cost, packaging, logistics, insurance, commissions, payment charges and other transaction-related costs.
- Learning the basic stages of international shipping and fulfilment, including packaging, delivery timelines and coordination with logistics partners.
- Preparing a clear product offer and communicating specifications, quantities, payment terms and delivery expectations to prospective buyers.

Practical learning activities

- Prepare an export-readiness checklist for one selected product.
- Identify relevant buyer categories and prepare a buyer profile.
- Draft a product offer with specifications, price basis, minimum quantity and lead time.

Expected participant output

OUTPUT An export-readiness checklist and a buyer map.

Assessment and feedback

Review the completeness of the checklist, relevance of the buyer profile and clarity of the product offer.

Connection to the next week

The export checklist and buyer map feed into the final enterprise plan and presentation in Week 12.

Week 12 | Capstone Project

Integration Phase • Hands-on + Field Visit

Learning focus

Mock exhibition; business plan presentation; artisan enterprise launch; final collection presentation; buyer meetings and networking.

Teaching content

- Bringing together the learning and practical outputs developed throughout the 12 weeks.
- Finalising a product line with clear specifications, samples, quality records, traceability information, prices and a realistic production plan.
- Preparing and presenting a business plan covering the customer, product range, value proposition, production, cost and price, sales channels, marketing and financial requirements.
- Understanding the immediate steps required to establish an individual or collective handloom enterprise.
- Preparing for an exhibition through product curation, display, labels, product information, pricing and customer communication.
- Practising buyer interaction, product presentation, negotiation, order clarification, delivery commitments and follow-up.
- Working on a live client brief, where available, and documenting the process of completing a small commercial assignment.
- Understanding the support available after the programme, including mentoring, enterprise registration guidance, credit linkages and market access.

Practical learning activities

- Present a business plan and final product collection.
- Participate in a mock or graduation exhibition and buyer-interaction exercise.
- Deliver a final enterprise pitch and identify immediate next steps.

Expected participant output

OUTPUT A business plan, a final product line and a live pitch presentation.

Assessment and feedback

Assess product readiness, commercial reasoning, presentation, buyer interaction and the participant's ability to identify next steps.

Connection to the next week

The capstone leads into continued mentoring and enterprise support after the programme.

7. Demo Exhibition and buyer-engagement experiences

Demo Exhibitions and buyer interactions allow participants to test their products, practise communication and understand how customers and retailers respond. Three milestones provide opportunities to apply learning at different stages of the programme.

Timing	Experience	Learning purpose
Week 8	Mini exhibition within the centre, with peer evaluation.	Practise product display, pricing communication, product information and traceability. Gather feedback on samples and presentation.
Week 10	Pop-up showcase with invited local retailers and boutique owners.	Present products and digital brand material to potential market participants. Observe questions, interest and feedback.
Week 12	Graduation showcase with national buyers and export houses.	Present the final collection and business plan; practise buyer meetings, product explanation and networking.

Where suitable live briefs are available from hospitality, fashion or retail organisations, participants may work on small commercial assignments under mentorship. Such assignments should allow participants to experience the stages of understanding a brief, agreeing specifications, planning production, checking quality and presenting the finished order.

8. Assessment and certification

Assessment should recognise practical ability, steady participation, the quality of work produced and the participant's readiness to take the next step towards enterprise development. The following components provide a balanced view of learning.

Assessment component	Weightage	Examples of evidence
Attendance and participation	10%	Attendance, participation, group contribution and engagement in practical work.
Practical assignments and product samples	30%	Design concept, product plan, market research, dye samples, yarn prototypes, quality checklist and traceability exercise.
Business plan development	30%	Customer and product proposition, production plan, costing, pricing, sales approach and basic financial planning.
Presentation and viva-voce	20%	Ability to explain product decisions, use evidence, communicate clearly and respond to questions.

Assessment component	Weightage	Examples of evidence
Capstone project and peer evaluation	10%	Final collection, exhibition participation, peer feedback, buyer interaction and enterprise presentation.

Assessment should be continuous. Trainers should give timely feedback so that participants can improve their work before the final presentation. A common scoring rubric should be used across batches to support consistency.

9. Induction and de-induction

9.1 Two day induction

The induction period prepares participants for residential learning and introduces the expectations, facilities and working culture of NESHE. It should include:

- Welcome, programme orientation and familiarisation with the centre.
- Introduction to the handloom value chain and the idea of enterprise development.
- Baseline assessment of weaving experience, product skills, digital familiarity and business exposure.
- Formation of learning groups and initial identification of individual interests or project ideas.
- Orientation to practical safety, shared facilities, attendance, assignments and assessment.

9.2 Five-day de-induction

The de-induction period helps participants consolidate their learning and prepare for the transition from training to enterprise activity. It should include:

- Review and refinement of the final product collection and business plan.
- Individual assessment of enterprise readiness and support requirements.
- Guidance on appropriate enterprise structures and registration pathways.
- Preparation for banking, credit discussions and working-capital planning.
- Finalisation of product information, catalogues, buyer contacts and market-linkage plans.
- Preparation of an individual enterprise action plan and mentorship schedule.

10. Post-training handholding and mentorship

Learning should continue after the residential programme. A structured 12-month handholding period will help participants apply their learning, respond to early business challenges and move towards stable enterprise activity.

- Individual or small-group mentorship for enterprise development.
- Guidance on enterprise registration and relevant MSME formalities.
- Support with business planning, costing, production planning, inventory, quality and pricing.
- Facilitation of connections with banks and financial institutions for suitable credit opportunities.
- Market exposure through exhibitions, buyer-seller meets and relevant digital or institutional platforms.

- Access to shared workspaces, design facilities, looms, digital labs, dyeing, finishing and sampling facilities, subject to availability and centre procedures.
- Periodic progress reviews, peer learning and documentation of enterprise development.

11. Guidance for trainers and presentation development

Teaching presentations should be clear, visual and closely connected to the work participants undertake. The language should be accessible without losing academic accuracy. New terms should be explained in plain language and illustrated through handloom examples.

1. Begin with the week's purpose, learning objectives and connection to the participant's enterprise journey.
2. Introduce concepts in a logical sequence, using diagrams, photographs, samples and short examples.
3. Relate each concept to a real handloom product, production process, customer or business situation.
4. Provide clear instructions for practical activities, including the task, materials, steps and expected output.
5. Use field visits and demonstrations as structured learning experiences, with observation questions and reflection.
6. Include short knowledge checks and opportunities for participants to explain their decisions.
7. End by identifying what participants should complete and how the work will be used in the following week.

12. Suggested learning materials and participant records

The following records will help participants document their progress and build a portfolio of work throughout the programme:

- Personal learning and enterprise profile.
- Local design heritage map and project concept note.
- Product opportunity matrix and collection plan.
- Digital design prototype and productivity tracker.
- Market research notes, customer profile and competitor comparison.
- Colour palette, natural dye swatches and process records.
- Yarn comparison chart, fabric samples and prototype records.
- Quality checklist, defect record and sample test documentation.
- Product journey map, digital product record and QR demonstration.
- Product cost sheet, price calculation and basic business records.
- Digital brand profile, product photographs, content and online listing.
- Export-readiness checklist, buyer profile and product offer.
- Final business plan, product collection and enterprise action plan.

13. The participant's learning journey

At the beginning	During the programme	At completion
A skilled weaver with	A learner who experiments,	A more confident handloom

At the beginning	During the programme	At completion
knowledge of craft and a desire to strengthen her livelihood.	observes markets, develops products, uses tools, understands quality and practises enterprise skills.	entrepreneur with a product proposition, basic business plan, market-facing presentation and a pathway for continued support.

NESHE is built around a simple progression: recognise the value of existing craft knowledge, develop the ability to create products for customers, understand how to manage the work as an enterprise, and build the confidence to take that enterprise forward.

FROM CRAFT KNOWLEDGE TO ENTERPRISE CONFIDENCE