IT - ITeS SSC NASSCOM

Facilitator Guide

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Sector
IT-ITeS

Sub-Sector
Business Process Management

Occupation
Customer Relationship Management

Reference ID:SSC/Q2212, Version 1.0

NSQF Level:4

Domestic Data Entry Operator

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About This Book

The Book will be based on a Qualification Pack which contains National Occupational Standards (NOSs). Each NOS will be taken up as a 'UNIT' which will cover all the Performance Criteria and relevant knowledge and skills with respect to to the performance criteria covered.

The UNITs will further be divided into 'TOPICS' which will further be divided into SUB TOPICS as follows:

UNIT 1: ....
UNIT 2: ....
UNIT 3: ....

- Each UNIT covers 1 NOS
- Key Learning Outcomes are the Performance Criteria of the NOS along with relevant knowledge & skills

TOPIC 1.1: ....
TOPIC 1.2: ....
TOPIC 1.3: ....

- Lesson Plan
  - Objectives/Outcomes
  - Performance Ensuring Measures
  - Duration
  - Lab Requirements
- Suggested Delivery
- Trainer's Resource Material

SUB-TOPICS 1.1.1: .....
SUB-TOPICS 1.1.2: .....
SUB-TOPICS 1.1.3: .....
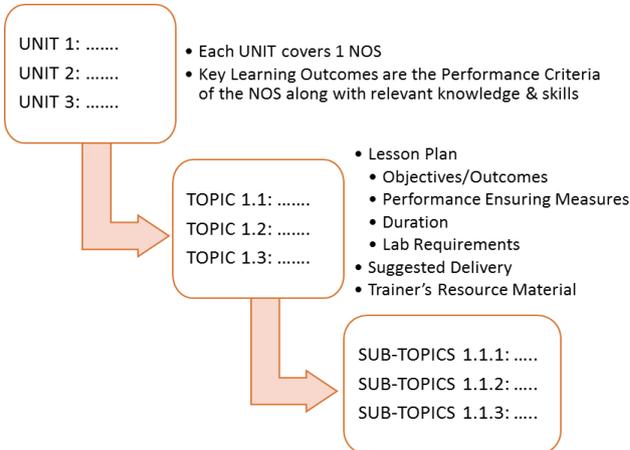
The Trainer's guide contains a facilitator's guide, overview of the various Topics and Sub-topics, the lesson plan, suggested delivery, suggested time and resources required for delivering a competency based training as per the requirements laid out in the Qualification Pack and the National Occupational Standards mentioned at the start of each Unit.

Symbols Used

Steps	Time	Tips	Notes	Objectives	Do
Ask	Explain	Elaborate	Field Visit	Practical	Lab
Demonstrat	Exercise	Team Activity	Facilitation Notes	Learning Outcomes	Say
Resources	Activity	Summary	Role Play	Example	

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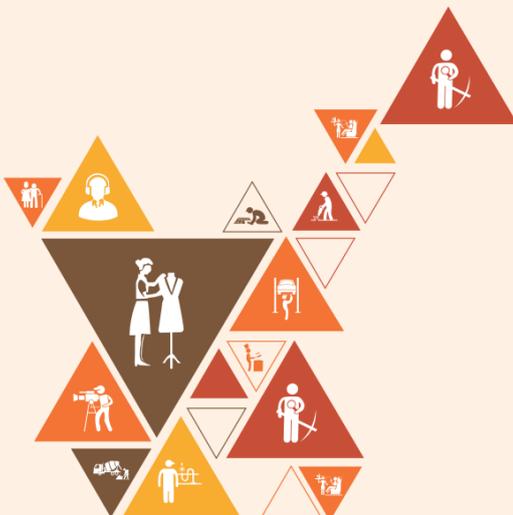
1. Introduction

Key Learning Outcomes 💡

At the end of the Introduction, the trainer will be able to:

1. Know about information technology enabled services (ITeS).

2. Explain growth of IT/ITeS industry in India.

3. Identify government initiatives in India.

4. Learn about the fundamentals of computer systems.

5. Demonstrate MS-office and data confidentiality.

6. Examine your typing skills.

UNIT 1.1: IT-ITeS Industry an introduction

Unit Objectives

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

1. Explain the evolution of the BPM Industry
2. Understand the structure of the IT-BPM industry
3. Resonate with the key trends in the BPM sector 4

Resources

- Classroom, Projector, Blackboard, Computer/Laptop

Do

- Do a icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- Make candidates break up in groups to discuss the benefits of outsourcing and ask them to come and present to the class

Ask

- Do an icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- Make candidates break up in groups to discuss the benefits of outsourcing a

Say

- The BPM industry has been fueling India's growth story. The IT-BPM industry has almost doubled in terms of revenue and contribution to India's GDP over the last six years (2008-2013).
- Based on various parameters the organizations within the IT-BPM Industry are categorized into MNC, ISP and GIC
- The IT-BPM industry has four sub-sectors – IT Services, Business Process Management, Engineer and R&D and Software products
- Indian Business Process Management (BPM) sub-sector of Indian IT-BPM industry has crossed significant growth milestones in FY2013 i.e. revenue generation of USD19 Billion and providing direct employment to nearly 1 million people.
- NASSCOM estimates that the BPM sub-sector, which is potentially pegged as a USD65 billion industry by 2020, will contribute up to 9 per cent of India's GDP and 30 million employment opportunities (direct and indirect).

Explain

- What is ITeS industry?
- What is the BPM sector and its importance?
- Share list of companies in the ITeS segment and their service offering.

UNIT 1.2 : Understanding of Computers

Unit Objectives

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

1.Expain the history and Generation of Computer

2.Know about the basic terminologies of Computer

3.Explain the Architecture of computer

4. Types of Computer

5.Advantages & Disadvantages of Computer

Resources

- Classroom, Projector, Blackboard, Computer/Laptop, System Hardware and Software

Do

- Do an icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- Make candidates break up in groups to discuss the introduction Information Technology

Ask

- Do an icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- How many Parts are there in Computer
- Types of Parts in Computer
- Generation in Computers

Say

- Introduce the Inventing of Computers and its size and generation.
- Say what are the parts used and how many types of computers are created till now and their importance and usages in different roles.
- How many input and output devices are there and where they are used, how and for what they are used.

Explain

- What is Information Technology?

- Explain each and every generation in Computer and types of computer are created at those generation and their usage.

- Explain the functions of computer.

- Explain Hardware and Software parts.

Ask

- Who Invented Computer and in which year?

- How many generations completed till now in manufacturing different types of computers

- How many types of computers are manufactured till now?

- What is Operating System?

- What are the components of Operating System?

Say

- Say about Charles Babbage and his invention of Computer.

- Describe all the 5 generation of computer in brief

- Overview of different types of computers.

- Operating system and its usage, as we are using windows Operating System so give a brief about the windows.

- Explain about the computer architecture and its functioning procedure.

- Give a clear picture of the input devices and types of them

- Explain brief about the output devices and its types

- Describe all the windows components.

- Advantages and disadvantages of Computer

- Explain application in computer and what the applications of computer are and how they are useful and what the disadvantages of them are as well.

- Explain brief about the option available in windows operating system like below:

    1. My Computer
    2. Desktop
    3. Recycle bin
    4. Save / Save As
    5. Cut / Copy / Paste
    6. Minimize / Maximize

    7. Right and left Click
    8. Create Shortcut
    9. My Documents
    10. Time and Date Control
    11. Taskbar
    12. Start

UNIT 1.3: M.S. Office& Data Confidentiality

Unit Objectives

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

1. Know about MS office and its components
2. Be able to explore and use the basic features of the above mentioned components
3. Learn how to add header, footer, and page number in MS Word.
4. Have an understanding about Data Confidentiality

Resources

- Classroom, Projector, Blackboard, Computer/Laptop with Microsoft office software

Do

- Do an icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- Make candidates break up in groups to discuss the benefits Microsoft office.
- Show them how Microsoft office looks like and how many versions are available till now.

Ask

- Do an icebreaker with the students to introduce themselves
- Give the students an overview of the program and its structure
- Make candidates break up in groups to discuss the benefits Microsoft office and ask them what they are aware of Microsoft office.
- How many Applications are there in Microsoft office and what they are used for?

Say

- Briefly explain MS office suit and its applications
- Go in detail into each and every application and explain all the features.
- Open word and explain the main tabs in the word like file, view, insert, review etc.,
- Open Excel and explain all the ribbon tabs in detail as it is very useful for the accounting and maintaining database maintenance.
- What is MS office?
- No. of Applications in MS office.
- The features of individual application.
- Explain the shortcut of all the keys that are mostly used in formatting and using of applications.
- Explain all the options available in

1. Word
2. Excel
3. Outlook
4. Access
- Power point

Explain

- Word's options and facilities to use the application more effectively.
- Excel's options, functions, formulas and facilities for making the data look good and give accurate values.
- Outlook is used send email and that has many features like send email later and send it to many persons at one point of time and many more which plays a major role in Corporate and personal life for everyone.
- Access is simple called as Database maintaining application. It has many functions like unique key and many other rules which are used to pull the data of a database in our desired format
- One note is used to design and it is also used as pdf viewer with excellent features.
- Power point is used to design and animate the presentation with audio, video and timing

Ask

- Ask the students every day regarding the topics discussed on the same and how will they use those option in which situations.
- And give the system and say them to work on all the applications so that they can get clear picture of the applications.
- Give a task and ask students to work on that application for completing the task.

Say

- To practice over the application whenever they are free so that they will get hands on experience on all the application.
- Say them to work on different types of work/task so that they will come to know about all the functions, formulae's and features.

UNIT 1.4: Enhance Typing Skills

Unit Objectives

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

1. Demonstrate and know the correct way and advantages of typing
2. Know the concept of touch typing.
3. Identify the shortcuts to increase your typing speed.
4. Consider errors as opportunities for improvement.
5. Know the correct posture to sit and practice!

Explain

- Explain the students about the importance of Typing skills
- Brief about the secrets of Fast typing
- Discuss how to build good typing skills
- Explain about Touch typing

Elaborate

- Discuss about the tips to increase typing speed
- Correct body posture
- Placement of fingers on keyboard
- Memorize the position of keys
- Use of short cut keys
- Practice makes man perfect
- Key tips

Ask

- Ask the basic question related to typing & shortcut keys to the student
- List their expectations from this unit
- Make them to discuss about their own typing skills & compare with their friends typing skills
- Ask them to list out the points to improve typing skills

Explain

Advantages of fast typing:

- Fast touch typing can save a lot of time at school and colleges when taking notes, writing assignments and chatting with friends online.
- For journalists, blogger and writers, skilled typing abilities will help you in your day to day job

  In the workplace, people who type quickly have a natural edge to get more things done and win the acceptance
- For secretaries and administrators, typing is a fundamental job requirement. This is also true for a range of other typing related jobs such as for data entry operators and LDC
- If you like chatting and communicating in forums, typing fast will save you a lot of time and allow you to say more.

Activity

- Conduct the typing test to the student students & see the impact of
- Make them to implement all the tips given while typing
- For better results ask the students to practice typing daily which will definitely help them to improve their typing skills

Explain

- The importance of typing in this generation
- The ability to type quickly, accurately & faster is a huge advantage in the current competitive world
- It is one of the important role of Data entry operator
- Typing also reduces physical pressure; it requires less force to type anything than to write down with a pen.
- Typing skills is the second thing on the list of leading time saving tips
- A skill of typing fast without errors improves the professional representation of an individual

Summary

- Summarize all the topics discussed in the unit to the students

2. Undertake Data Entry Services

Unit 2.1 - Job Responsibilities of a Data Entry Operator

Unit 2.2 - Customer Orientation in Data Entry Roles

Unit 2.3 – Performance Measures
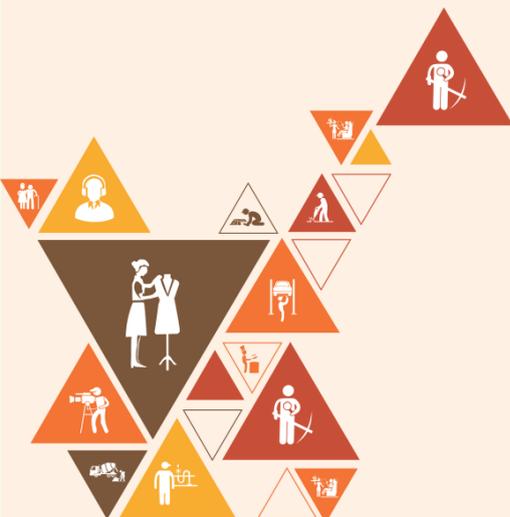
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Key Learning Outcomes

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

1. Explain various types of data entry services and job responsibilities of a data entry operator.

2. Obtain sufficient information from customer and check customer's account details for accuracy.

3. Assist customer in providing right information and provide the customer with a reasonable estimated time.

4. Prioritize service requests according to organizational guidelines.

5. Analyse queries/complaints of customers in CRM, Register or MS Excel.

6. Identify first level complaints at front end and customer query resolution.

7. Know about escalation matrix to resolve customer issues.

8. Seek advice and guidance from line manager.

UNIT 2.1:Job Responsibilities of a Data Entry Operator

Unit Objectives

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

1. Understand the role of a Data Entry Operator
2. Success factors in the job role of Data Entry Operator
3. Identify the skills required for Data Entry Operator job role

Explain

- The roles & responsibility of Data entry operator
- Discuss about the accuracy & confidentiality of the data in business
- List out various skills required to become the Data entry operator
- Various competencies required by DEO
- Steps to become a DEO

Notes to Facilitation

- Give the brief overview of all the topics will be covered in the unit.
- Check with the students whether they have any ideas to share
- Conduct a debate and make them to participate

Say

- The Data entry operator should have the following competencies
- He should be proficient in Communication
- He/She should have Ethical conduct
- Good in Organizational skills
- He/She should be able to work under pressure

Ask

- Ask the students to list out various job roles of Data entry operator
- Make them to discuss about the critical responsibilities of Data entry operator
- Ask them to explain various steps to become a Data entry operator

Notes to Facilitation

- Get the responses from the students& list out on white board
- Make them to analyze various responses
- In the end summarize the job responsibility of the Data entry operator

Activity

- Discuss the essential functions of Data entry operator
- Reviews and verifies data entered into database to ensure accuracy.
- Tracks documents received and completion dates.
- Assists and trains employees and new data entry operators on software programs.
- Provides assistance to technical staff to resolve computer and software problems.
- Runs and distributes reports.
- Creates back up files for all data

Exercise

Prepare the notes for the following question in 30-50 words

1.What is the role of Data entry operator

2.What are the skills required for the Data entry operator

3.What are the critical responsibilities of the Data entry operator

4.What are the steps to become Data entry operators

5.Brief the job description of a data entry operator

UNIT 2.2: Customer Orientation in Data Entry Jobs

Unit Objectives

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

1. Understand the need to have customer focus in Data Entry jobs

2. Criticality of accuracy and comprehensiveness of responses

3. Accurate time estimation for responses

Elaborate

Importance of Data entry for business

- Data entry is the most powerful tool for managing information in any business.

- It is considered to be an important task for the growth of business

- It requires feeding data into the computer

- Handling data entry requires a skilled professional who has the ability to enter the data quickly

- No matter what type of business you are running, there is always a need of entering data in forms, documents, databases and records

- There are various forms of data such as handwritten documents, sequence of numbers, information off spreadsheets etc

Explain

- The need of Data entry for business & its benefits

- Discuss various types of data entry such as Offline data entry & Online data entry

- Discuss various competencies of Good customer services

- Need of work flow management

- List out the various issues faced by data entry operators & their appropriate line of resolution

Ask

Data entry services are important to businesses because of the following reasons:

- It can help to reduce the infrastructure cost as less space is required to manage the files

- It can help to enhance the productivity of the business.

- As the information is in the digital format, there is no need to waste money on taking print outs.

- It helps in organizing the information which plays an important role in the growth of business

- The data can be stored accurately.

Exercise

Answer the following question in 20-30 words

1.Explain the accuracy of data in any business

2. Explain in brief about the work flow management

3.Discuss various issues of database

Activity

- Ask them to list out the benefits of data entry jobs
- List out all the benefits on white whiteboard
- Make them to analyze their own thoughts with group discussion

UNIT 2.3: Performance Measures

Unit Objectives

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

1. Understand the Performance Measures in Data Entry Jobs

2. Relate to impacts of missing performance measures

Explain

- What is SLA

- Importance of Performance Measures in business

- Discuss about the various critical service level expectations from Data entry role

Elaborate

The impact of missing performance measure.
It is critical to understand the impact of SLA misses on the business.
Examples of misuse of SLA's

1. A dissatisfied customer who was expecting a credit card

2. Delay in opening a bank account or application declined due to incorrect data entered

3. Lost customer order due to delay or a dissatisfied customer who received a wrong order delivered

   (Ordered an IPhone 6S while was delivered Iphone6 for example.

4. It is critical that all the performance measure are delivered strong to meet the business requirements effectively.

Activity

- About TAT (Turnaround time) & importance in data entry role

- About the role of accuracy in performance management

- Formula for calculating Accuracy in business

Explain

- What is SLA

- Importance of Performance Measures in business

- Discuss about the various critical service level expectations from Data entry role

Say

- Performance measures plays a key role in every business
- One important metrics business measure the performance of the data entry operator is the accuracy levels.
- Every business request follows particular TAT (Turnaround time).
- TAT & Accuracy are 2 important points in performance measurement

Ask

- Ask the students to compare the performance of the business & their own performance
- What measures they will take to improve their performance
- Differentiate between the performance measures for both business & their personal performance

3. Manage Your Work to Meet Requirement

Unit 3.1 - Time Management

Unit 3.2 - Work Management and Prioritization

Unit 3.3 - Quality and Standard Adherence
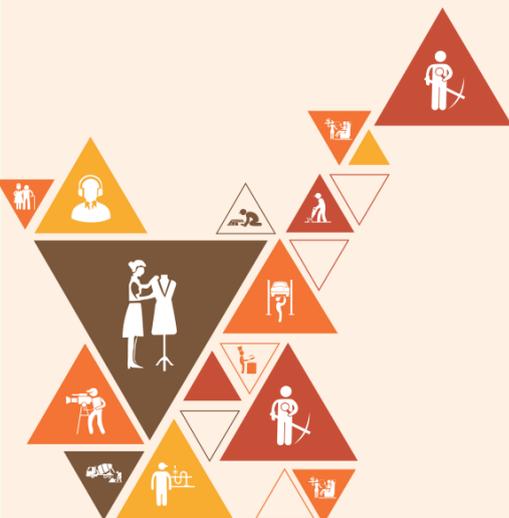
Key Learning Outcomes 💡

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

1. Establish and agree your work requirements with appropriate people

2. Keep your immediate work area clean and tidy

3. Utilize your time effectively

4. Use resources correctly and efficiently

5. Treat confidential information correctly

6. Work in line with your organization's policies and procedures

7. Work within the limits of your job role

8. Obtain guidance from appropriate people, where necessary

9. Ensure your work meets the agreed requirements

UNIT 3.1: Time Management

Unit Objectives

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

1. Discuss the significance of time management
2. Create awareness on basic time management techniques
3. Summarize the appropriate discussion points from the breakout sessions

Resources

- Classroom, Projector, Blackboard, Computer/Laptop

Say

- If managing time is important aspect of daily life
- Students as to how do they plan their time
- Students their knowledge on global time zones

- Students to note down their daily routine with timelines
- Analyze activities that are not productive
- Students to create a daily routine eliminating un productive hours

Activity

- Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity
- The benefits of Time Management are : Greater productivity , Less stress, Better professional success and Faster advancement in Career
- Time Management skills include setting clear goals, breaking your goals down into discreet steps, and reviewing your progress towards your goals along with timelines
- Other skills also include – making a to do list , Prioritizing ,Avoiding Procrastination, Breaking down of tasks

Explain

- What do we mean by the term timeline, deliverables?
- What do we mean by the term upstream team and downstream team?
- Why is it important to stick to timelines?
- Why is it important to value others time
- What happens when you one does not value others time and its organizational impact
- The different time zones and the corresponding countries

Ask

- What do participants understand by the term Time Management
- Why is time management important
- Different techniques of time management
- Difference between the term urgent and important

Activity

- The aspects related to Time management are : Planning and Goal setting, managing yourself, Dealing with other people , managing your time , getting results
- Urgent task assume importance as the demand immediate action ; Important task become urgent if left undone
- Time Management quadrant main aim is to determine the priority of a task
- The time Management quadrant makes use of four different quadrants that allow an individual to prioritize tasks in relation to their importance and urgency, helping the individual to decide whether he/she needs to address a task immediately or can postpone it.

Say

- List down the different activity to be categorized in the time management quadrant
- Participants need to categorize each item into the time management quadrant

Explain

- What is the significance of Time Management
- What is a Time Management Quadrant
- Why is it useful to understand the quadrant
- The difference between Urgent and important through examples

Demonstrate

- Check the understanding of participant by making them answer T/F Questionnaire
- Discuss the answers in the class with explanations

Do

- Draw the Time Management Quadrant on the board
- Ask participant to identify activity in each quadrant
- List out the activities in each quadrant

  Tell participant why a particular activity comes under the mentioned quadrant

UNIT 3.2:Work Management and Prioritizing

Unit Objectives

At the end of this unit, you will be able to:
1. Discuss importance prioritization and planning
2. Operationalize the plan
3. Create awareness on how to monitor performance

Resources

- Classroom, Projector, Blackboard, Computer/Laptop
- Understanding of the prioritization and planning
- Students why is prioritization and planning important
- Who are the stakeholders

Steps

Six steps of expectation setting with stake holders
1. Describe the jobs in terms of major outcomes and link to the organization's need
2. Share expectations in terms of work style
3. Maximize Performance - Identify what is required to complete the work
4. Establish priorities. Establish thresh holds and crisis plan
5. Revalidate understanding. Create documentation and communication plan to establish all discussion
6. Establish progress check

Say

- The first step in expectation setting is to describe the job to the employees. Employees need to feel there is a greater value to what they do. We need to feel out individual performance has an impact on the organization's mission

- The second step is while setting expectation, it's not only important to talk about the "what we do" but also on "how we expect to do it". What are the ground rules for communication at the organization?

- The third step is In order to ensure employees are performing at their best, the supervisor needs to provide not only the resource (time, infrastructure, desk, recognition etc.) but also the right levels of direction (telling how to do the task) and support (engaging with employees about the task)

- The Fourth step is Establish priorities. Establish thresh holds and crisis plan

- The Fifth step is when you are having a conversation about expectations with stakeholders, you're covering lot of details so you'll need to review to make sure you both have a common understanding of the commitments you have made

- The sixth step is to Schedule an early progress check to get things started the right way, and agreed on scheduled/unscheduled further checks. Acknowledge good performance and point your ways to improve

Do

- Check the understanding of participant by making them answer T/F Questionnaire
- Discuss the answers in the class with explanations

UNIT 3.3:Quality and Standards Adherence

Unit Objectives

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

- Discuss importance of expectation setting
- Develop understanding on defining activities to be performed, deliverables and yardsticks of measuring output
- Create awareness on the common Service Level Agreements

Resources

- Classroom, Projector, Blackboard, Computer/Laptop
- Participants about their understanding of Goals and Objectives
-

Say

- SMART is an effective tool that provides the clarity, focus and motivation you need to achieve your goals. It can also improve your ability to reach them by encouraging you to define your objectives and set a completion date
- Service Level Agreement (SLA) is a contract between a service provider and its internal or external customers that documents what services the provider will furnish

Explain

- SMART as a guide to setting objectives
- Each letter and it significance
- Difference between effectiveness and efficiency
- Each quadrant giving examples
- What does the term Service level Agreement mean?

Demonstrate

- Draw SMART on the board
- Elucidate response from participants of each letter
- Read out what each letter signifies
- Ask participants to read each word aloud

Do

- Draw Effectiveness Vs Efficiency chart on the board
- List points in each quadrant

4. Maintain a Healthy, Safe and Secure Working Environment

Unit 4.1 - Workplace Safety

Unit 4.2 - Report Accidents and Emergencies

Unit 4.3 - Protect Health and Safety at Work
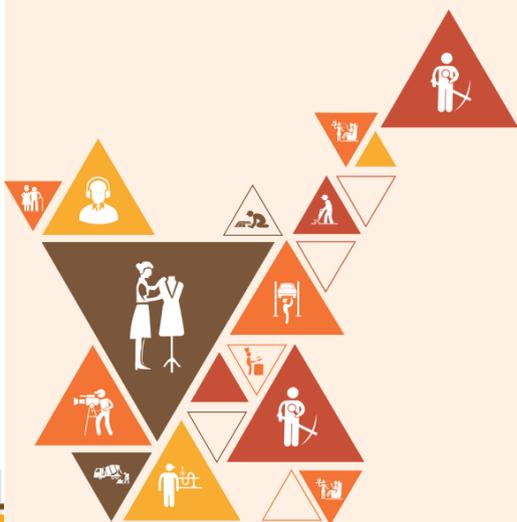
Key Learning Outcomes 💡

At the end of the Introduction, the trainer will be able to:

PC1. Comply with your organization's current health, safety and security policies and procedures

PC2. Report any identified breaches in health, safety, and security policies and procedures to the designated person

PC3. Identify and correct any hazards that you can deal with safely, competently and within the limits of your authority

PC4. Report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected

PC5. Follow your organization's emergency procedures promptly, calmly, and efficiently

PC6. Identify and recommend opportunities for improving health, safety, and security to the designated person

PC7. Complete any health and safety records legibly and accurately

UNIT 4.1:Workplace Safety

Unit Objectives

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

1. Discuss the significance of work place safety

2. Create awareness on basic safety guidelines

3. Discuss regarding the effective measures to prevent Disasters

Notes of Facilitation

- Ask students about their expectations from the course.

- Invite students to say about incidents happened in their life. List them and provide measures.

- Provide students with brief overview and safety measures to avoid them.

Resources to be used

- Explain the safety measures taken in a Building like Fire Extinguisher, Fire alarms etc..,

Ask

- Give situations to students and ask them to explain the measures and effects of the situation.

Explain

- Preventions of Disasters
- Measures of preventions
- Types of Disasters

Say

- Prevention is the best measure for disasters.

- Follow rules and know the places where first aid kits and how to provide first aid service to required person at the time of emergency.

- Know the no. of exists and the places of exists.

- Keep surroundings clean and dry.

- Switch off electricity when not in use.

- Do not keep water near to electricity.

Ask

- How many of you will learn this and guide your colleagues who are not aware of that?

- What would you do when a person is unable to walk/got nervous and fainted in case of emergency?

Say

- This is very important to everyone who is working in Big Buildings or going through any of these kinds of buildings.
- Knowing these things would help you and others in case of emergency.

Disasters/Risk events

Types of Disasters/Risk events

- Fire
- Electricity Failure
- Wet Floor

Measures of Disasters/Risk events

- First Aid kit and it uses
- Evacuate the building through stairs do not use Elevators or Lift's
- In case of fire use fire extinguisher.
- Actively participate in Mock Drills which helps you a lot at the time emergency.

Ask

- As this is very important topic and simple topic to learn, Question every student regarding the understanding of the topic.
- Test them up to what extent they are ready to face the situations.

UNIT 4.2: Prevent Accidents and Emergencies

Unit Objectives

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

- Define the terms accident and emergency
- Explain how to find identify and report accidents and emergencies
- Explain how to address security threats and risks
- Describe how to handle accidents
- Describe types of emergencies
- Explain how to handle general emergencies

Notes of Facilitation

- Ask students about Accidents and its situations.
- Invite students to say about accidents happened in their life or seen in front of them.
- Provide students with brief overview and safety measures to avoid them.

Resources to be used

- Explain the safety measures to be taken to avoid accidents on stair cases and in bulk wiring places.
- Safety is major thing which helps to be every one free from injuries.

Ask

- Give situations to students and ask them, what the accident causing things in that situation are.

Explain

- Preventions of Accidents
- Measures of preventions
- Places of Accidents

Say

- Prevention is the best measure for Accidents.
- Follow rules and do not wet the floor or if something is dropped on floor then immediately ask someone to clean it.
- Cover the wirings where people walk regularly.
- Keep surroundings clean and in their exact places.
- Switch off electricity when not in use.
- Do not play with electricity.

Ask

- How many of you will follow this safety measures? And How?
- What would you do when a person is about to step on to a wet floor or is going to hit a wire which is over the floor without any clear covering?

Say

- This is very important to everyone so please be very careful with these kind of situations and things which cause these accidents
- Knowing these things would help you and others in case of Accidents.

Accidents

Types of Accidents

- Miss place of sitting chair
- Hitting Wire which would make people to fall.
- Slip and Fall (Stair case, Elevators, wet floor (Do not rush over stair case))
- Movable objects (Do not lean to Movable objects)

Measures of Disasters/Risk events

- Get used of using First aid kit.
- Do not rush on wet floor and stair cases
- Don't throw liquids or any slippery things on floor (if something has dropped then make it cleaned immediately)

Ask

- As this is very important topic and simple topic to learn, Question every student regarding the understanding of the topic.
- Test them up to what extent they are ready to face the situations.

UNIT 4.3:Protect Health & Safety at your work

Unit Objectives

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

1. Understand what is meant by hazards
2. Identify different types of potential health and safety hazards that can be found in the workplace
3. Create a workplace safety checklist
4. Understand the common safety signs used

Identify the problems related to safety in the given situations

Notes of Facilitation

- Ask students what they know about the word Hazard.
- What are the situations they are entitled to be in hazardous situation and why.
- Provide students with brief overview over Hazard, its types and measures.

Resources to be used

- Explain the places of Hazard and symbols of hazard with the meaning.

Ask

- How many of you know about Potential Sources of Hazards in Organization.

Explain

- Preventions of Hazards
- Measures of preventions
- Types of Hazards

Say

- Prevention is the best measure for Hazards.
- Follow rules and know the places where the things to be placed and don't rush while you are in place with hazardous symbols.
- Know the symbol meaning and be cautious.
- Keep surroundings clean and arrange things in order.
- Electricity wire should be over covered with Mats or they must be through pipes or wire setting

canals

- Do not keep water near to electricity.

Ask

- How many of you will learn this and guide your colleagues who are not aware of that?
- What would you do when a person is unable to walk/got nervous and fainted in case of emergency?

Say

- This is very important to everyone who is working in Organizations or going through any of these kinds of buildings.
- Knowing these things would help you and others in case of emergency.

Protect and safety at your work(Hazards)

Types of Hazards

- Material Hazard
- Substance Hazard
- Electrical Hazard
- Gravitational and Condition Hazard
- Rotating and Moving Object

Measures of Hazards

- Place all the Materials in their respective places
- Don't work over stress that leads to exhaust yourself and lead to fall in hazards situation.
- Evacuate the building and go in front of the building by the guidelines of the respected persons.
- Do not use lifts in that point of time.

Ask

- As this is very important topic and simple topic to learn, Question every student regarding the understanding of the topic.
- Test them up to what extent they are ready to face the situations.

5. Employability & Entrepreneurship Skills

Key Learning Outcomes 💡

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

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

UNIT 5.1: Personal Strengths & Value Systems

Introduction: Entrepreneurship and Employability Skill

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

Ice breaker

- You can begin the module with the following icebreaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)

- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.

- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.

- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"

2. Have one of the participants write their contributions on a flip chart sheet.

3. Write down your own list of covered material in the training on another flip chart sheet.

4. Compare the two sheets, commenting on what will and what will not be covered during the training.

5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.

6. You may get back to those sheets once again at the end of the last session of the training.

7. Benefits of doing this activity:

    - Participants feel better as their opinions are heard.

    - Participants get to know what they should expect from the training.

    - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.

8. Expectations from the participants:

    - Must sign the attendance sheet when they arrive for class.

    - Conduct themselves in a positive manner

    - Be punctual, attentive, and participative

9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.

10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

1. Defining the objectives in the beginning of the units sets the mood for the unit.

2. To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.

3. It is also a way of making participants take responsibility of their own learning process.

4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.

6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

7. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.

8. You may also wish to read other material to enhance your knowledge of the subject.

9. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the participants on the assignment.

10. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.

11. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.

12. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.

13. Invite discussion from the participants.

14. Probe the participants further and lead them to come to affirmative conclusions.

15. Let the participants answer. No answer is incorrect.

16. Ask one participant to write all the points on the whiteboard.

17. Build the sessions from the answers provided by the class.

18. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.

19. Ensure thatresourceslikeboard,markers,dusteretc.isavailablebeforeyoursessionstarts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.

2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.

3. You (and others) may benefit from the change in approach and behavior. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.

4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behavior and responses of others involved.

5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the frame work of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 5.1.1: Health, Habits, Hygiene: What isHealth?

Unit Objectives

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

• Explain the meaning of health

• List common health issues

• Discuss tips to prevent common health issues

• Explain the meaning of hygiene

• Discuss the purpose of Swachh Bharat Abhiyan

• Explain the meaning of habit

Resources to be used

• Participant Handbook

Ask

• What do you understand by the term "Health?"

• According to you, who is a healthy person?

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

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

Say

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

• Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.

• Let us do a small activity. I will need some volunteers.

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

Role Play

• Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.

• You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).

• Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.

• Give the group of volunteers, 5 minutes to do discuss

• At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.

• The class can ask questions to the group as a common villager.

Summarize

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

Activity

- Health Standard Checklist from the Participant Handbook.
- Health Standard Checklist: Hygiene

Say

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

Do

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

Ask

Discuss:

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

Say

- Ensure that all the participants have opened the right page in the Participant Handbook
- Read aloud the points for the participant and explain if required
- Give them 5 minutes to do the exercise

- At the end of minutes , ask the participants to check how many ticks have they got
- Ask them to calculate their score
- Tell them what a each score indicates by reading aloud what has been mentioned in the participant Handbook

Do

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- OpentheParticipantHandbookandreadthroughtheHealthStandardchecklistgiven.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.
- Discuss some good habits which can become a way of life.

Ask

- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?
- What is a habit?

Summarize

- Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.
- Tell them about good and bad habits and the reasons to make good habits a way of life.

UNIT 5.1.2: Safety

Unit Objectives

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

- Discuss ways to set up a safe work environment

Resources to be used

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

Say

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

Team Activity

Safety Hazards

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

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

Ask

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

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

UNIT 5.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self-Analysis?

Unit Objectives

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

• Explain the importance of self- analysis

• Discuss motivation with the help of Maslow's Hierarchy of Needs

• Discuss the meaning of achievement motivation

• List the characteristics of entrepreneurs with achievement motivation

• List the different factors that motivate you

• Discuss the role of attitude in self- analysis

• Discuss how to maintain a positive attitude

• List your strengths and weaknesses

Resources to be used

• Participant Handbook

• Old newspapers

• Blank papers

• Pencils/ pens

Activity

This is a paper pencil activity.

• What are the three sentences that describe you the best?

• What do you need to live happily?

• What are your strengths and weaknesses?

Do

• Write the three questions on the board/flip chart before the session begins.

• Give plain papers and pencils/pens to each participant.

• Tell participants to write the answer for the three questions on the paper.

• Tell them the purpose of this activity is not to judge any one but to understand more aboutself.

Say

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

Team Activity

Tower building

•Each group which will create tower using the old newspapers

Do

- Divide the class into groups.

- Give them some old newspapers.

- The task is to create a tower out of the newspapers.

- The group which will create the highest tower standing on its own will be considered the winning group.

- Groups can use as many newspapers as they want to and in any way they want.

Ask

- What did the winning group do differently?

- If you were given a chance, how would you have made the tower differently?

- How did you feel while making the tower?

- Did you feel motivated?

- Is your attitude positive or negative?

Say

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

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask

- What did you learn from this story?

Activity

What Motivates You?

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

Do

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

Say

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

Summarize

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

UNIT 5.1.4: Honesty & Work Ethics

Unit Objectives

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

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

Resources to be used

- Participant Handbook

Ask

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

Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.

- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyze the case scenario that has been given to you and then find an appropriate solution to the problem.

- Keep your discussion focused around the following:

  o What went wrong?

  o Who was at fault?

  o Whom did it impact- the customer or the businessman?

  o How would it impact the business immediately? What would be the long term impact?

  o What could be done?

  o What did you learn from the exercise?

Do ☑

- Divide the class into four groups of maximum six participants depending on the batch size.

- Give one case study to each group.

- Instruct them to read the case carefully.

- Put down the debrief questions on the board and ask the groups to focus their discussion around these questions.

- The group is expected to analyze and discuss the case amongst them and find a solution to the given problem.

- Give the class5-10 minutes to discuss the case and note down their solutions.

- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.

- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

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

Scenario 2

Shailender is an online cloth reseller who does business through social networking sites such as Facebook andWhatsApp.PriyankamadeonlinepaymentforadresstoShailander.Butshedidnotreceivethedressfor amonth.Whensheaskedforacancellation,Shailanderstartedmisleadingher.Foralmost45days,hekept promising her that he will pay the amount today, tomorrow, day after etc. Even after repeated calls and messageswhenshedidnotreceivethepaymentorthedress,shedecidedtowriteapostagainsthimona popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Scenario 3

AakashhasasmallmobileretailsalesandrepairshopinAllahabad.Hehasoneofthemostpopularouts and has great rapport with his customers.

It'saround11AMwhenacustomerbargesintotheshopandstartsshoutingatAakashforgivingherafaulty instrument.Thescreenofhermobileiscrackedfromoneside.Aakashrememberedthoroughlycheckingthe handsetbeforehandingitovertothecustomer.ThecustomerthreatenstosuehimandtogotoConsumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

Scenario 4

Shankarisatattooartistwhohasasmalltattooshowroominabig,reputedmallinNewDelhi.MrSaksham had anappointmentfortoday,at11:00ambuthereachedat11:50am.Meanwhile,Shankarhadtoreschedulehis next appointment. After availing Shankar's services, Mr. Saksham started yelling in an abusive language, refusing topaytherequisiteamount,andfindingfaultsintheservicesprovidedbyhim.Whowasatfaultinthiscase? What should Shankar do? Should he confront Saksham or give into the demands of the

Say

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

Do

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

Summarize

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

UNIT 5.1.5: Creativity and Innovation

Unit Objectives

At the end of this unit, participants will be able to:
- List the characteristics of highly creative people
- List the **characteristics** of highly innovative people

Resources to be used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

- Let's have a look at these stories.
- TherearesomeinspiringstoriesaboutpeoplewhichIwouldliketosharewithyou.
- Narrate these stories to the class.

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask

- If they can, why can't you?

- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more aboutsuchcreativeandinnovativeentrepreneurswiththehelpofanactivity.

Team Activity

- This is a group activity

Think of any one famous entrepreneur and write a few lines about him or her.

Activity DE-brief

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

Do

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

Summarize

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

Notes for Facilitation

Source for stories on innovations:

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

UNIT 5.1.6: Time Management

Unit Objectives

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

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

Resources to be used

•Participant Handbook

Ask

Does this sound like you?

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

Example

Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?
- Why is it important to manage time? How does it help?
- What happens when you don't manage your time effectively?
- Do you find it difficult to prioritize your work?

Activity

- Conduct a group discussion based on the above examples.
- Directthediscussiononhowtoprioritizeworkandmanagetimeeffectively.

Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss "What is Time Management" with the participants as given in the Participant Handbook.
- Discuss the benefits of time management given in the Participant Handbook.
- Let's learn effective time management with the help of an activity.

Activity

Effective Time Management

•This activity has two parts:

PART 1

TO-DOLIST

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

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .

- This grid has four boxes. As you can see, each box has a different heading.

- At the heart of the urgent-important grid, are these two questions:

- Is this task important?

- Is this task urgent?

- Now, you have to think about each activity that you have written in your to-do list and put it into one of
 the four categories.

- **What do these categories depict?**

  - **Category1:Urgent/Important**
    - This category is for the highest priority tasks. They need to get done now.

  - **Category2:NotUrgent/Important**
    - This is where you want to spend most of your time.
    - This category allows you to work on something important and have the time to do it properly.
    - This will help you produce high quality work in an efficient manner.
    - The tasks in this category are probably the most neglected ones, but also the most crucial ones
      for success.

  - **Category3:Urgent/Not Important**
    - This is where you are busy but not productive. These tasks are often mistaken to be
      important, when they're most often busywork.
    - Urgent but not important tasks are things that prevent you from achieving your goals.
    - However, some may be activities that other people want you to do.

  - **Category4:NotImportantandNotUrgent**
    - This category doesn't really include tasks, but rather habits that provide comfort, and a
      refuge from being disciplined and rigorous with your time management.
    - Some may be activities that other people want you to do.
    - These might include unplanned leisure activities as well.

TO- DO list format

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URGENT-IMPORTANT GRID

URGENT/ IMPORTANT • Meetings • Last minute demands • Project deadlines • Crisis **1**	**NOT URGENT/ IMPORTANT** • Planning • Working towards goals • Building relationship Personal commitments **2**
3 • Interruptions • Phone calls/E-mails • Other people's minor demands **URGENT/ NOT IMPORTANT**	**4** • Internet surfing • Social media • Watching TV **NOT URGENT/ NOT IMPORTANT**

URGENT/ IMPORTANT GRID format

URGENT/IMPORTANT **1**	**NOT URGENT/IMPORTANT** **2**
3 **URGENT/NOTIMPORTANT**	**4** **NOT URGENT/ NOTIMPORTANT**

Do

- Putdown the formats for the to-do list and the urgent/ important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check ontime.Tellthegrouptowindupquicklyiftheygobeyondthegiventimelimit.

Say

Activity De-brief:

How can we balance tasks between the four categories? How to manage time through this grid?

- **Category1:Urgent/Important**
  - Try to keep safe tasks as possible here, with the aim to eliminate.
  - Ifyouspendtoomuchofyourtimeinthiscategory,youareworkingsolelyasatroubleshooter,andnever finding time to work on longer-term plans.
- **Category2:NotUrgent/Important**
  - Planthesetaskscarefullyandefficientlyastheyaremostcrucialonesforsuccess.
  - Ifnecessary,alsoplanwhereyouwilldothesetasks,sothatyou'refreefrominterruptions.
  - Includestrategicthinking,decidingongoalsorgeneraldirectionandplanninginyourplanningprocess.
- **Category3:Urgent/Not Important**
  - Ask yourself whether you can reschedule or delegate them.
  - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely ,or to encourage them to solve the problem themselves.
- **Category4:NotImportantandNotUrgent**
  - You also want to minimize the task that you have in this category.
  - These activities are just a distraction–avoid them if possible.
  - You can simply ignore or cancel many of them.
  - Politelysay"no"toworkassignedbyothers,ifyoucan,andexplainwhyyoucannotdoit.
  - Scheduleyourleisureactivitiescarefullysothattheydon'thaveanimpactonotherimportanttasks.
  - Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summarize

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

Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.

o   One day an expert in time management was speaking to a group of students. As he stood infront of the group, he pulled out a large wide-mouthed glass jar and set it on the table infront of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Every one in the class said, "Yes." Then he said, "Really?"

o   He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work them selves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not, "one of them answered."Good!"he replied.

o   He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went in to all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get the min at all. "What are the' big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff(the big rocks).

o   End the story with these lines…

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

UNIT 5.1.7: Anger Management

Unit Objectives

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

1. Discuss the importance of anger management
2. Describe anger management strategies
3. Discuss tips for anger management

Resources to be used

• Participant Handbook

Ask

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

Say

• Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.

• Let us do as mall activity. This is an individual activity.

• Think of the incidents and situations that angered you and hurt you.

Do

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

Say 💬

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

Activity ⚙

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/situations which trigger your anger(the cause).
- Then think what happened as a result of your anger(the effect).
- You need to come up with some techniques to manage your anger.
- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do ✓

- Give the class the anger triggers (the cause)as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.
- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

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

Notes for Facilitation

• Encourage the participants to share information about them while presenting the situations to the class.

Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

Ask

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

UNIT5.1.8: Stress Management: What is stress?

Unit Objectives

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

1. Discuss the causes of stress
2. Discuss the symptoms of stress
3. Discuss tips for stress management

Resources to be used

•Participant Handbook

Ask

• You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?

• Have you had days when you had trouble sleeping?

• Have you ever been so worried about something that you ended up with a terrible headache?

Say

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

• When we feel over loaded or unsure of our ability to deal with certain challenges, we feel stressed.

• Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.

• Let's understand the causes of stress and how to deal with them with the help of some case scenarios.

• You will be given some cases.

• You have to analyse the case scenario and then find an appropriate solution to the problem.

• This will be a group activity.

Ask

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

Do

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

o What was/were the cause(s)of stress?

o Was the stress avoidable or manage able under the given circumstances?

o If yes, how do you think that the stress could be avoided (managed)?

o If no, then why not?

- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader to discuss and assign roles to the group members for the presentation.

Ask

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

Do

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

Say

De-brief questions:

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

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

While paying his over due bills, Rahul realized that it's the middle of the month and he has only Rs500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

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

Scenario 3

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

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

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

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

Scenario 4

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

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

• While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.

• Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

Say

De- Brief

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realized that though his wife and Sarah were fine and suffered only minor bruises, Sanya was no where in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped under neath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access super human strength.

• Ask the audience to applaud for the participant after the scenario is read completely.

• Discuss the scenario, ask de-brief questions:

o What kind of stress was Rakesh under going in this case?

o Was the stress avoidable or manageable under the given circumstances?

o What was the result of the stress?

Say

De-brief:

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

Summarize

• Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.

• Ask the participants what they have learnt from this exercise/activity.

• Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activities/scenarios ready for the session.

- Put down the de-brief questions on a flipchart so that it can be displayed in the class during the activity.

- Encourage participation and make the discussions interactive.

UNIT 5.2: Digital Literacy: A Recap

Key Learning Outcomes 💡

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

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

UNIT 5.2.1: Computer and Internet Basics:Basic Parts of a Computer

Unit Objectives

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

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

Resources to be used

- Participant Handbook
- Computer Systems with the required applications

Say

- Let's take a quick recap of the basic computer parts.

Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook

Explain

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

Ask

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

Say

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

Summarize

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

Practical

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

Do

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

UNIT 5.2.2: MS Office and Email: About MS Office

Unit Objectives

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

• Discuss the main applications of MSOffice
• Discuss the benefits of Microsoft Outlook

Resources to be used

• Participant Handbook
• Computer Systems with MSOffice

Ask

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

Say

• Give a brief introduction of MSOffice as given in the Participant Handbook.

• Discuss the most popular office products. Explain in brief their application, benefits and working.

• **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There a real so features that allow you to add graphics, tables, etc.

Microsoft Excel is a tool for accounting and managing large sets of data. It can also simplify analyzing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, refer red to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three work sheets, but you can add more

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- DemonstratehowtouseMSOfficeapplicationtocreatealetterandsenditasattachmentinanemail.
- Demonstrate how to use other MSOffice applications.

Practical

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

Summarize

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

UNIT 5.2.3: E-Commerce

Unit Objectives

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

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

Resources to be used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

- Give a brief introduction of "What is E-commerce". Refer to the Participant Handbook.
- E-Commerce emerged in the early 1990s, and its use has increased at arapidrate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.
- Give examples of e-commerce activities from Participant Handbook.
- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss "Types of E-commerce" from the Participant Handbook.

Ask

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

Team Activity

E-commerce examples

•   Instruct the participants to list some of the payment gate ways that they have used for e-commerce activities.

•   Give them 5 minutes to make this list.

•   Discuss payment gate ways and transaction through payment gateways.

•   Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Do

• Discuss all types of E-commerce by giving examples and names of some popular web sites which use them.

• Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

Say

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

Explain

•   The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 are as ,PM Mr. Modi launched the "Digital India Campaign".

•   Discuss "Digital India Campaign" from the Participant Handbook.

•   By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broad band to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Further more, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

• Now let us discuss how to sell a product using E-commerce.

• Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.

• Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively show case your products. In this case the cost that you will incur will be:

o Developing the website

o Hosting the website

o Maintenance of the website

Say

• If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.

• Smaller companies usually go for renting a website and the bigger ones develop their own website.

• The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

• Tell the participants to choose a productor service that they want to sell online.

• Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new e- commerce platform to sell their productor service.

Ask

• How much money are you carrying in your wallet?

• Do you have a credit/debit card?

• How do you make payments while doing online shopping?

Say

• Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.

• So what do you think is digital money?

• In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.

• There are various types of digital payments. Let us discuss some of them in brief here.

• The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.

• Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Free charge, etc.

• Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do

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

Ask

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

Say

•   Digital money gives a lot of advantages over the conventional hard cash. Some of them are:

o   Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.

o   With digital payment modes, you can pay from anywhere anytime.

o   Digital payments have less risk.

Summarize

•   Ask the participants what they have learnt from this exercise/activity.

•   Ask if they have any questions related to what they have talked about so far.

•   Close the discussion by summarizing the importance of e-commerce and digital money.

UNIT 5.3: MoneyMatters

Key Learning Outcomes 💡

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

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

UNIT 5.3.1: Personal Finance – Why to Save?

Unit Objectives

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

• Discuss the importance of saving money

• Discuss the benefits of saving money

Resources to be used

• Participant Handbook

Ask

• How many of you save money?

• Why do you feel the need to save it?

• Do you plan your savings?

• Where do you keep the money you save?

• How do you use the money that you have saved?

Example

•Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

• We should always set aside some and save some money from our monthly pay. The future is unpredictable.
Saving money not only gives you a sense of financial security but it can be used in case of emergencies.

- Discuss "Importance of Saving" with the participants as given in the Participant Handbook.

Ask

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

Say

• Discuss"BenefitsofSaving"withtheparticipantsasgivenintheParticipantHandbook.

• Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.
Suhaniisgoingtothehospitaltodaytopaythefirstinstallmentforthetreatment.Suddenlyfindsonly35,000in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

This activity has two parts:

PART 1

WAYS TO SAVE MONEY

• You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitancity.Youarenowlivingasapayingguestpaying10,000/-permonth.Yourotherestimated expenditures like travel, food, recreation would be aroundRs.17,000permonth.

• Make a list of different ways to save money.

PART 2

HOW WILL YOU USE THE MONEY

• After a year how much have you been able to save?

• How will you use the money that you have saved?

Do

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

Activity De-brief

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

Say

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

Summarize

You can summarize the session by discussing:

• The importance of saving money.

• Ways to save money.

• How the money saved can be used for different purposes.

UNIT 5.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

• Discuss the main types of bank accounts

• Describe the process of opening a bank account

Resources to be used

• Account opening sample forms

• Participant Handbook

Ask

• How many of you save money?

• Where do you keep the money you save?

• How many of you have a bank account?

• What type of account do you have?

Example

•Let's look at the given example:

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

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

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

Ask

• Do you try to save money monthly but have to spend it on unforeseen expenditure?

• Have you ever thought of depositing your savings in a bank?

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief

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

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

• This activity is done in groups.

• Divide the class in groups of four or six.

PART 1

FILLING A BANK ACCOUNT OPENING FORM

• You have to fill a bank opening form.

• You can refer to the section "Opening a Bank Account" of your Handbook for reference.

• List all the steps that you will be required to fill in the form.

• List the documents that you needs for filling the form.

• Now fill in the form.

Activity De-brief

How did you design the form?

• What all details did you fill in the form?

• What were your KYC documents?

• How would this activity help you in future?

Do

• Instruct the participants to read the section "Opening a Bank Account' of the Participant Handbook.

• Give each group one sample account opening form.

• Give the participants 5 minutes to read the form.

• Give them 15 minutes to fill it.

• Assist them by explaining each category and how to fill it.

• Keep a check on time.

• Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

Note:

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

Sample Bank Account Opening form.

	XXX Bank
Photograph	

SAVING BANK ACCOUNT OPENING FORM

AccountNo.:_____   Date:_____

Name of the Branch	
Village/Town	
Sub District / Block	
District	
State	
SSA Code / Ward No.	
Village Code / Town	Name of Village /

Applicant Details:

Full Name	Mr./Mrs./Ms.	First	Middle	LastName
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile		Date of Birth		
Aadhaar No.		Pan No.		
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House : Y/N Y/N No. of Animals :	Owning Farm : Any other :
Existing Bank A/c. of family members / household	Y / N	If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N	

I request you to issue me a **Rupay Card**.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration:

I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place:

Date: **Signature / LTI of Applicant**

Nomination:

I want to nominate as under

Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date: **Signature / LTI of Applicant**

Witness(es)*

1. _____

2. _____

*Witness is requires only for thumb impression and not for signature

UNIT 5.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs

Unit Objectives

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

•Differentiate between fixed and variable costs

Resources to be used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

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

Do ✓

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

Say 💬

- We saw that your utility bills like rent, electricity, telephone etc. are all fixed costs because you have to pay it every month.
- Variablecostsisanexpensewhichvarieswithproductionoutputorvolume.Forexamplecommission,raw material etc.
- Discuss"Cost:Fixedvs.variables"withtheparticipantsasgivenintheParticipantHandbook.
- Illustrate the relation between the costs with a graph.

Total Costs

VariableCosts

Fixed Costs

Units
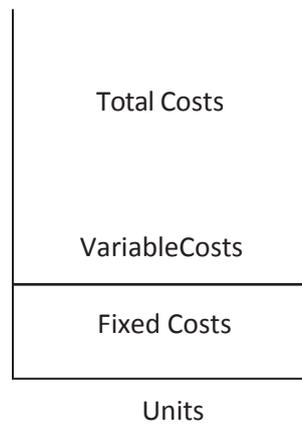
•Let'slearnthedifferencebetweenfixedandvariablecostwiththehelpofanactivity.

Team Activity

Fixed vs. Variable Costs

•This is a group activity.

• You want to start your own entrepreneur business.

• State the type of business you want to start.

• List down all the cost or requirements for your business.

• How will you differentiate between the fixed and variable cost.

Activity De-brief

• What is the total cost of your business?

• What are the fixed costs?

• What are the variable costs?

Do

• Instruct the participants that this is group work.

• Divide the class into small groups of 4or6.

• Give each group a sheet of paper.

• Tell the participants that they have to start their own entrepreneur business.

• Ask them the type of business they want to start.

• Instruct them to differentiate between the fixed and the variable costs of the business they want to start.

• Give the participants 15 minutes to discuss and write.

• Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

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

Notes for Facilitation

Answers for the activity - Identify the type of cost

1. Rent   (Fixed)
2. Telephone bill   (Fixed)
3. Electricity bill   (Fixed)
4. Machinery   (Fixed)
5. Insurance   (Fixed)
6. Office supplies/Raw materials   (Variable)
7. Employee salaries   (Fixed)
8. Commision percentage given to sales person for every units old (Variable)
9. Credit card fees   (Variable)
10. Vendor bills   (Variable)

Answers for the activity - Identify the type of cost

11. Rent   (Fixed)
12. Telephone bill   (Fixed)
13. Electricity bill   (Fixed)
14. Machinery   (Fixed)
15. Insurance   (Fixed)
16. Office supplies/Raw materials   (Variable)
17. Employee salaries   (Fixed)
18. Commision percentage given to sales person for every unit sold (Variable)
19. Credit card fees   (Variable)
20. Vendor bills   (Variable)

UNIT 5.3.4: Investments, Insurance and Taxes

Unit Objectives

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

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

Resources to be used

- Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

•We will have a quiz today.

Team Activity

The activity is a quiz

Do

• Divide the class into groups of three and give a name to each group

• Explaintherulesofthequiz.Foreachcorrectanswerthegroupgets1mark.Ifthegroupisunabletoanswer the question is rolled over to the next group.

• Explain the purpose and duration of the activity.

• On the black board write the names of the groups.

• Ask the questions of the quiz.

• Keep a score for the groups.

• Set guidelines pertaining to discipline and expected tasks.

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?

Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be burrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

6. What is the difference between mutual and hedge funds?

Mutualfundsareprofessionallymanagedfinancialinstrumentsthatinvestthemoneyindifferentsecurities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly tradedsecurities.

7. Why is a loan taken from the bank to purchase real estate?

To lease or sell to make profit on appreciated property price.

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

9. Which insurance product offers financial protection for 15-20 years?

Term Insurance

10. What is the benefit of taking an endowment policy?

It offers the dual benefit of investment and insurance.

11. Mr.Dasgetsmonthlyreturnononeofhisinsurancepolicies.Namethepolicy?

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is longterm capital gain tax?

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

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

Securities Transaction Tax

17.   What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 5.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

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

Resources to be used

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

Ask

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

Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.

- Discuss "What is online banking?" from the Participant Handbook.

- There are various advantages of online banking:

- It saves time, as you need to visit the branch..

- You can conduct your banking transactions safely and securely without leaving the comfort of your home.

- Online Banking also gives you round the clock access.

- Online Banking makes it possible for you to pay your bills electronically.

Do

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

Say

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

Do

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

Summarize

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

UNIT 5.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

1. Discussthestepstofollowtoprepareforaninterview
2. DiscussthestepstocreateaneffectiveResume
3. Discuss the most frequently asked interviewquestions
4. Discuss how to answer the most frequently asked interviewquestions
5. Identify basic workplaceterminology

UNIT 5.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

• Discuss the steps to follow to prepare for an interview

Resources to be used

• Participant Handbook

Ask

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

Say

• An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

• It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.

• It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.

• Let's do an activity to understand how to prepare for interviews better.

Activity 1

• Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

- Planning the right attire

Do

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

Summarize

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.

- You can add the following points to it:

  o   Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview before hand.

  o   The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.

  o   Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present your self is also important along with your skill s and talents.

  o   The participants will get only one chance to create a good first impression.

UNIT 5.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

•Discuss the steps to create an effective Resume

Resources to be used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

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

Activity

Case Analysis

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

Candidate Details

NipeshSinglawasbornon20thApril,1988inChandigarh,India.Hecurrentlyresidesat1XX7,SectorXXD, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

InJuly2007,he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of MicrosoftWord, Excel, Access and PowerPoint.

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant. Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

In return we'll give you a competitive financial and benefits package. Hotel discounts world wide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people. Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to
IHG. Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

•Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort

Do ✓

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and how it to you the next day.

Summarize

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector
XXD
Chandigarh16
0018

Mobile No:
91988XXXXX0
1

E-mail: nxxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in house keeping
- Experienced in and capable of working with a diverse workforce
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of MicrosoftWord, Excel, Access and PowerPoint

Educational background:

- DiplomainHotelManagementandCatering,WestwoodSchoolofHotelManagement,Zirakpur
- HighSchool,GovernmentBoysSeniorSecondarySchool,Sector15,Chandigarh

Professional internships:

- House keeping Intern, XYZ Group of Hotels, New Delhi (June2010–August2010)
- Responsible for cleanliness and maintenance of one floor in the hotel.
- Got opportunities to make house keeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh. Nipesh Singla

UNIT 5.4.3: Interview FAQs

Unit Objectives

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

• Discuss the most frequently asked interview questions

• Discuss how to answer the most frequently asked interview questions

Resources to be used

• Participant Handbook

Say

• Tell the participants you will provide them with interview situation and questions and they have to try to answer them.

• Tell them you will also explain the different ways to approach these questions.

Do

• Divide the class in pairs and ask the participants to perform a role play.

• One partner will play the role of the interviewer while the other will play the role of the interviewee.

• Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.

• Call all the pairs one by one infront of the class to enact the role play.

• Follow the same pattern for allot her situations.

• Time allotted for each situation is 8-10 minutes.

• Congratulate each participant for giving their input.

• Ask the class to applaud each time a team has completed their role play.

• Keep a check on time.

Role Play

Conduct a role play for the situation given.

Situation 1

• The interviewer will start by asking the interviewee a few generic questions such as:

• What is your name?

- Tell me something about yourself?
- Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
- How do you explain this huge time gap in your resume?
- What is the reason for this?
- Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
- There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand a part from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

• The interviewer will start by asking the interviewee a few generic questions such as:

♦ What is your name?

♦ Tell me something about yourself?

♦ Can you tell me something about your family?

• Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:

♦ Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favoritism?

Say

De-brief:

• Keep this in mind: Do not criticize any one during an interview.

• You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.

• Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.

• You can tackle such questions by saying," I got a long well with most of my faculty and peers."

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

• The interviewer will start by asking the interviewee a few generic questions such as:

♦ What is your name?

♦ Tell me something about yourself?

♦ Can you tell me something about your family?

• Then very bluntly ask the interviewee:

♦ How long do you plan to stay with this company if you are selected?

• After the candidate responds, ask sarcastically:

♦ Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.

- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.

- You can say something like, "I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially."

Say

De-brief:

- Politely apologize for being late.

- You can add something such as ,"I assure you this is not a habit". All your future actions should be inline with this statement.

- Avoid giving any excuses.

- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.

- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Say

De-brief:

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

- Ask relevant questions.

- Don't bombard the interviewer with questions.

- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:

o When will I be informed about the results of the interview?

o What are the working hours?

Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.

- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.

- Even if you don't intend to, your body language conveys your level of discomfort with a particular question.

Try to keep your actions, tone, and gestures neutral.

• Maintain your composure while answering personal question.

Do

• Tell all the participants to form pairs again.

• Tell them to use the following list of frequently asked interview questions to conduct mock interviews.

• They will use all or some of these questions to conduct mock interviews with their partners.

• One partner will play the role of the interviewer while the other will play the role of the interviewee.

• After they are through asking and answering the questions, the roles will be reversed.

• The same list of questions will be used again.

• After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.

• Time allotted for each situation is 30-35 minutes.

Activity

Mock Interview questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summarize

• Close the discussion by discussing the questions in the both activities.

• Ask the participants what they have learned from this activity.

• Ask if they have any questions related to what they have talked about so far

UNIT 5.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

•Identify basic workplace terminology

Resources to be used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

- What do you understand by work place terminology?
- Are offer letter and contract of employment the same?

Say

•Let's start this unit with an activity.

Activity

Workplace terminology

•This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brain storming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness– Terms and Terminology" with the participants as given in the Participant Handbook.

Ask

- Why is it important to know the work place terms?
- How do they help?
- Can the words be categorized further?

Say

- Let's now continue the activity.

Activity

Terms and Terminology

•This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

•Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

•Let's go ahead with the activity.

Team Activity

Terms and Terminology

•The activity continues with the same group members.

Part 3

Sheila now works for the MNC Company. She is not aware of the company culture and policies.

She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave , maternity leave , mentor, notice, paternity leave and time sheet.

Do

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

•Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

UNIT 5.5: Understanding Entrepreneurship

Key Learning Outcomes

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities with in your business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the Make in India campaign
26. Discuss key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

UNIT 5.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur

Resources to be used

- Participant Handbook

Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries? Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited? Azim Premji
3. Who launched e-commerce website Flipkart? Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm? Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs? Bhavish Aggarwal
6. Who is the founder of Jugnoo? Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms? Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summarize

- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation

- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

UNIT 5.5.2: Leadership and Team Work

Unit Objectives

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

- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be used

- Participant Handbook
- Blank sheet of paper
- Pens

Do

- Show the picture given below to the class
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture
- Now ask them , "What do you understand from this picture?"
- Encourage participants to share their thoughts.

Say

- This picture depicts the qualities of leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm
- A boss blames employees for the breakdown whereas the leader fixes the breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and the leader says "We".
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook

Ask

- Why is it important for a leader to be effective ? How does it help the organization?

Say

- Let us discuss benefits of effective leadership as discussed in the Participant handbook.
- "Out-of-the-box thinking" is one of the new leadership styles. It means thinking differently and from a new perspective

Ask

- Do you consider yourself a team player?

Team Activity

Long Chain

- This is a group activity.

Do

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants a re- interacting with their team or working in isolation.
- Share your observations with the class.

Say

De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of team work in entrepreneurial success?
- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing team work activities.
- Talk about team work and importance of team work in entrepreneurial success as discussed in the Participant Handbook.

Summarize

- Close the discussion by summarizing about the importance of team work for employees.
- o Teamwork helps in reducing stress for the employees.
- o Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

UNIT 5.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be used

- Participant Handbook

Activity

Activity–Chinese Whisper

Step 1: Form a circle.
Step2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or down right silly.
Step3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.
Step4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.
Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.

- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.

- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.

- It is important to accept the reality of miscommunication and work to minimize its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings

- It involves effective speaking and effective listening.

- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
  - "You're not listening to me!"
  - "Why don't you let me finish what I'm saying?"
  - "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?

- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

•Let's play a game to understand effective listening process better.

Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.

Activity 2

Riddles:

Is there any law against a man marrying his widow's sister?
If you went to bed at eight o' clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?
Do they have a 26th of January in England?
If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a woodstove, what would you light first?
The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?
There was an airplane crash. Every single person died, but two people survived. How is this possible?
If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?
A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.
You'd get one hour's sleep since alarm clocks do not know the difference between morning and
Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.
First of all, you would light the match.
WhosaidtheDelhiDaredevilsandtheChennaiSuperKingswereplayingagainsteachotherinthosegames?
Every SINGLE person died, but those two were married.
You can't bury survivors under any law especially if they still have enough strength to object.
The bear that rang the door bell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask

De-brief question:

• What were the barriers that came into your way of listening?

• How can you over come barriers to listening?

Say

• There is a difference between hearing and listening.

• If you don't listen properly, the message may be misunderstood.

• Be open-minded while listening to someone.

• It is important to listen effectively and carefully without making assumptions.

Activity 3

Elevator Pitch:

You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that the would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do

• Start off the task by providing a beginning sentence to get the story started, and then go around the class room getting each one to add a new sentence to keep the story going.

• This task should be done spontaneously allowing only a little time to think (30seconds).

• For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

• Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.

1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?

2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should

excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember every thing that you say, but they will likely remember your enthusiasm.

3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.

4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it a loud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feed back mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

6. **Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summarize

• Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

UNIT 5.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

Resources to be used

- Participant Handbook

Ask

• What is a problem'?

• What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

• Discuss the definition of problem as given in the Participant Handbook.

• In a hurdle race the hurdles are the obstacles on the way to reach your goal.

• Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business.

• Your goal will be to reach the finishing line after crossing these hurdles.

Ask

• What do you do when you face a problem?

• How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

•Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- • This is a group activity.

- • The groups will solve the problem and come up with the best solution in each case.

1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.

2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your setup.

Do

- • Divide the class into three groups. Give one scenario to each group.

- • Explain the purpose and duration of the activity.

- • Ask the groups to build on the scenario and present their solution as a role play.

Say

De-brief questions:

1. What was the problem?

2. Is there any other alternative solution?

3. Is this the best solution presented?

Ask

- • Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

Say

- Discuss the important traits for problem- solving as given in the Participant Handbook.

Ask

- In order to build a successful organization, you need to hire people who possess good problem solving skills.
- How would you assess the level of problem solving skills of potential candidates before hiring them?

Say

- Discuss how to assess for problem- solving skills as given in the Participant Handbook.

Summarize

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity

- The activity is to organize an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guide lines pertaining to discipline and expected tasks.

Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.
- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say

- Discuss "What is Negotiation?" as given in the Participant Handbook.
- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.
- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guide lines pertaining to discipline and expected tasks.

Do

- Divide the min to groups of four (4) (depending on the batch size).
- Give them the hand- outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups at least 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Do

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges into the shop and starts shouting at Avinash forgiving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for 3 months. To the candidate is waiting for your response. Now you have to call him into make the final negotiations

Notes for Facilitation

Facilitating Role Plays Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.

2. Become familiar with the key issues being addressed in the scenario.

3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.

4. Anticipateandknowhowtoaddressissuesparticipantsmightraiseduringtheactivity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.

2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.

3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.

4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).

5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.

6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize

• Wrap the unit up after summarizing the key points and answering questions.

UNIT 5.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify

Resources to be used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.

- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.

- Tell the participants to create a matrix on their notebooks.

- There will be four boxes in your matrix.

- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.

- •Read out the questions to them and tell the participants they need to answer the questions asked in each matrix. •Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?

What unique capabilities do you possess? What do you do better than others?

Weakness

What are your weaknesses?

What do your competitors do better than you?

Opportunity

What trends may positively impact you? What opportunities are available to you?

Threat

Do you have solid financial support? What trends may negatively impact you?

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Al lot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize

- Close the discussion by summarizing ways to identify business opportunities with in your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 5.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

• Explain the meaning of entrepreneur
• Describe the different types of entrepreneurs
• List the characteristics of entrepreneurs
• Recall entrepreneur success stories
• Discuss the entrepreneurial process
• Describe the entrepreneurship ecosystem
• Discuss the purpose of the 'Make in India' campaign
• Discuss the key schemes to promote entrepreneurs

Resources to be used

• Participant Handbook
• Chart
• papers
• Marker
• pens
• Pencils
• Color pencils
• Scale
• Eraser
• Other requisite stationery material

Ask

• Do you think that entrepreneurs need support?
• What do you think is an eco-system?
• What do you think' entrepreneurship support eco-system' means?
• Can you define entrepreneurship support eco-system?
• What are the key domains of the support eco-system?

Say

• Let's learn what entrepreneurship support eco-system means.
• Discuss' Entrepreneurship Support Eco-System' as given in the Participant Handbook.
• Let's learn more about these domains by conducting an activity.
• You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

• Making a poster showing the entrepreneurship support eco-system.
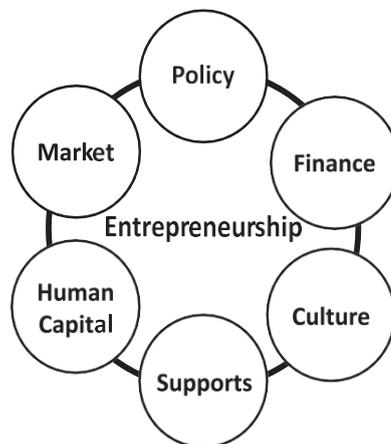
Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

```
           Policy
   Market         Finance
      Entrepreneurship
   Human           Culture
   Capital
           Supports
```

Ask

- What kind of government support eco-system is available for entrepreneurs in India?

Say

- Discuss 'Make in India' campaign as given in the participant Handbook.

Team Activity

- Presentation key schemes to promote entrepreneurs.

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering question the participants may have

UNIT 5.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics

Resources to be used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens
- Marker pens

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

Example

Let's have a look at these two examples:

1. Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

2. Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss' Risk Appetite and Resilience' with the participants as given in the Participant Handbook.
- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

This is a group activity

- In the previous unit, you read success stories of Mr Dhiru bhai Ambani and Dr. Karsan bhai Patel.
- Mr. Ambani left his job and started his company Reliance with just Rs.50,000/-.
- Dr.Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class in to small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsan bhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

•Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle- class family in UttarPradesh. He started his first job at an MNC. He quit after six months and built a company One 97 with his friends. As One 97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One 97 took loans and then more loans at higher rates of interest, as high as 24 percent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. More over, the main motive of Paytm was to transform India in to a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma are silient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.
- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

•This is a group activity.

• Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.

• Who is the founder of that company?

• What challenging times did it face?

• How did it over come those challenges?

• List there silient characteristics of the entrepreneur.

Activity De-brief

• Each group to give their presentation.

• Why did you choose this company?

• What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 5.5.8: Success and Failures

Unit Objectives

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

• Discuss how to deal with failure

Resources to be used

- Participant Handbook

Ask

- Have you heard the quote' nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous over night or did they have to struggle or face failure before succeeding?

Example

• Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reck on with. Did he achieve stardom over night? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion? How did you handle it?

Say

• Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guide lines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that every one understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.

2. Become familiar with the key issues being addressed in the scenario.

3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.

4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.

2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.

3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.

4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.

5. Give the pairs 15-20 minutes to conduct the role play.

6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.

7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.

9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

•Wrap the unit up after summarizing the key points and answering questions.

UNIT 5.6 : Preparing to be an Entrepreneur

Key Learning Outcomes

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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 5.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4Ps of marketing
- Discuss the importance of idea generation

Resources to be used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say

•By opening a tuition centre you are offering a service.

•Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

- Let's learn about the 4Ps of Marketing with the help of an activity.

Ask

•What factors will you keep in mind before opening a tuition centre?

Team Activity

4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
1. Rural villagers
2. Rural middle class
3. Urban middle class
4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to to present their strategy.
  - Encourage other groups to be interactive and ask questions.

Do

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  o Rural villagers
  o Rural middle class
  o Urban middle class
  o Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 5.6.2: Business EntityConcepts

Unit Objectives

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

- Recall basic business terminology

Resources to be used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

Valuation

6. You are buying a house. What type of transaction is it?

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

9. How will you calculate the cost of goods sold?

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

*A = P(1 + rt); R = r * 100*

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as   .

Depreciation

15. What are the two main types of capital?

Debt and Equit

UNIT 5.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.

- Discuss about CRM and its benefits. Refer to the Participant Handbook.

- Providing excellent customer service entails:

  o Treating your customers with respect.

  o Be available as per their need/schedule.

  o Handling complaints effectively.

  o Building long lasting relationships.

  o Collecting regular feedback.

- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.

- Collecting feedback from the customers regularly will enable you to improve your good/service.

- "Let's understand it better with the help of some case scenarios. You will be given some cases with in your groups. You have to analyze the case scenario that has been given to you and then find an appropriate solution to the problem."

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heart broken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama other name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided before hand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's show room. The sales person has given her a very good discount and has also promised free service for one year. Vinita goes to the show room and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that's he has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car show room owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do

- Congratulate each group for the presentation/role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say

- If your c ustomers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion

•Conduct a group discussion in the class on how they can do networking for their business.

Summarize

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

UNIT 5.6.4: Business Plan: Why set goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be used

- Participant Handbook
- Chart Papers
- Blank Papers
- Marker Pens
- Ruler

Ask

- Remember we had written SMART Goals in a previous session? Lets's try and recall why is it important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by Time Bound goals?
- What time limit did you set for your goal-3 weeks,3 years, 10 years?

Say

- Talk about short term, long term and medium term goals, as discussed in the participant handbook.
- Talk about 'Why create a business Plan' as discussed in the participant handbook.
- Let's understand it better with the help of an activity.

Ask

- As you are planning to become an entrepreneur , you must have a thought of an idea for a start-up, What is your idea?
- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place. Why?/ Why not?

Do ✓

- Ask few participants to share their business ideas.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
1. Create a business idea
2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

Teams will need to brainstorm for this part of the activity.

- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
1. Executive Summary
2. Business Description
3. Market Analysis
4. Organization and Management
5. Service or Product Line
6. Marketing and Sales

• Explain each parameter in detail as done in the Participant Handbook.

• Discuss each parameter with the business idea examples of the groups.

• Groups will discuss and develop the business plan for their business idea.

Say

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say

• Planning' Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.

- Discuss 'Financial and 'Risk Management' in detail as given in the Participant Handbook.

Summarize

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

Notes for Facilitation

•Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 5.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

• Describe the procedure and formalities for applying for bank finance

Resources to be used

• Participant Handbook

• Bank loan/finance form sample

Ask

• While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

• While most entrepreneurs think' product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.

• Some of the funding options available in India are:

‣ **Boot strapping**: Also called self-financing is the easiest way of financing

‣ **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.

‣ **Angel investors**: Individual or group of investors investing in the company

‣ **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.

‣ **Bank loans**: The most popular method in India.

‣ **Micro finance Providers or NBFCs**

‣ **Government programmes**

• Let us know discuss the most popular method i.e. bank finance in detail here.

Do

Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.

• Explain the details to be filled in a loan application form.

• Divide the class into groups. Give each group a loan application form. Ask the groups to discuss and fill the form.

Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Check list of documents is provided as resources for the session.

- You can make some copies and distribute it during the group activity.

- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on_____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 5.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

• Discuss how to manage their own enterprise

Resources to be used

• Participant Handbook

Ask

• Having set-up a business, do you think it is possible to do everything on your own?

• Does one require trained persons for help?

• What does management mean?

Say

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

• Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?

• Discuss "Enterprise Management–An Overview" with the participants as given in the Participant Handbook.

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

• This is a group activity.

• Design a matrix listing the topics and keywords that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and keywords that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- Ask the participants what they have learned from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 5.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

•List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be used

- Participant Handbook
•Blank sheets of paper
•Pens

Ask

•Why do you want to become an entrepreneur?

Say

• It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.

• Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.

• Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.

• Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.

• Then, we will have a class discussion on all the questions.

Do

• Read out the questions one by one in front of all the participants.

• Participants have to answer all the one by one questions.

• Give the class 10-15 minutes to noted own their answers.

• At the end of 15 minutes, open the discussion for all the questions.

• Moderate the discussion by focusing on the relevant points.

• Keep a check on time and don't let the discussion gets abot aged or lose track of time. Ensure all the questions are covered and discussed.

Summarize

- Ask the participants what they have learned from this exercise/activity.

- Ask if they have any questions related to what they have talked about so far.
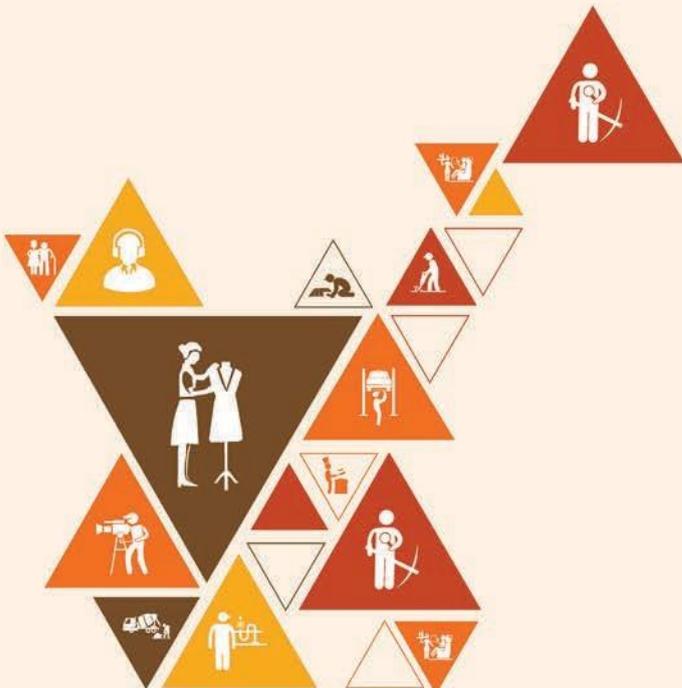
6. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure I

Training Delivery Plan		
Program Name:	Domestic Data Entry Operator	
Qualification Pack Name & Ref. ID	Domestic Data Entry Operator & SSC/Q2212	
Version No.	1.0	**Version Update Date** 31/03/2016
Pre-requisites to Training	10th Standard	
Training Outcomes	By the end of this program, the participants will be able to: 1. Undertake data entry services 2. Manage your work to meet requirements 3. Maintain a healthy, safe and secure working environment	

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction	Introduction to IT-ITeS Sector	1. Learn about IT-ITeS Sector 2. Discuss IT and ITeS industry in India 3. Familiarise with the role of a CCE-CRM Domestic Non Voice	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Organisation chart, Illustrations, Pen & paper exercise	
		Introduction to the Training Program	1. Explain the purpose of the training program.	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Role of Domestic Data Entry Operator	1. Discuss the roles and responsibilities of Domestic Data Entry Operator 2. Explain how to keep oneself updated about industry 3. Explain the personal attributes of a DEO 4. Discuss about the career ladder of DEO	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
			1. Develop typing skills	Bridge Module	Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	
		Computer Skills	1. Basic understanding of computer and terminology 2. Learn about the operation and use of alphanumerical Keyboard	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	

			3. Usage of Short keys for fast typing 4. Knowledge on working in MS office	Bridge Module	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	
3.	Undertake Data Entry Services	Introduction the role of DEO in assisting the customer	• Learn how a DEO can be effective • Understand customer need and ask for right information	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc	4:00 hrs.
			• Familiarize with DEO tools / databases	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	2:00 hrs.
			• Practice how to be an effective DEO.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet linked typing tests. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.

			Prioritizing Service Request and data analysis	• Explain the need to prioritize Service requests, documentation and crowd management	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
				• Role Play how to handle different service requests.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
				• Compilation of simple reports from data entered	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
			Performing Data entry services	• Understanding on Data entry procedures , Tools and techniques	SSC/N3021 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Facilitator-led - discussion	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
				• How to make error free data entry through the use of software devices. .	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
				• Knowledge about helpdesk policies and procedures	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Facilitator-led - discussion	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.

				SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Internet messenger and Web based Chat tools. Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
		Query Resolution	• Discuss how to estimate customer satisfaction	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			• Practice how complete data entry procedures error free.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
			• Identify the points to be kept in mind while performing Data entry Services	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
		Core and Generic Skills to Work Effectively	• Define communication • Explain 7 C's of communication. • Explain the importance of paying attention to details. • Define reading skills • Explain the importance of reading skills required for a CCE.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
			• List and explain the techniques for good reading skills. • Define writing skills • Explain the importance of writing skills required for a CCE. • Explain the importance of writing skills	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	8:00 hrs.
			• Demonstrate and explain the diagram of communication.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.

				• Active Pre-reading Skills	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
				• Practice writing skills.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
				• Discuss about decision making.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.
				• Discuss about planning and organising of work.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
				• Discuss about customer Centricity.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine.	8:00 hrs.

			• Discuss about problem solving.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
			• Discuss about analytical and critical thinking.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
			• Discuss about teamwork.	SSC/N3022 PC1, PC2, PC4, PC9, PC10, PC11, KA2, KA3, KA8, KB3, SA1.	• Practical Lab	Data base tool, Any CRM and ticketing tool. Open Office or MS – Office (word, Excel, PPT, Outlook). Access to PC, LAN, search engine	8:00 hrs.
4.	Manage Your Work to Meet Requirement	Manage Your Work to Meet Requirements	• Establish and agree your work requirements with appropriate people • Discuss the required skills to manage work to meet requirements.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator- led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			• Discuss how to understand your work to meet requirements.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.

		Code of Conduct of a DEO	• Explain the code of conduct of a DEO.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			• Identify the required resources for work. • Discuss how to use resources correctly and efficiently.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.
			• Demonstrate how to keep your work area clean and tidy.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.
		Organisational Procedures and Policies	• Provide a brief description of Organisational procedures and policies.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.

			• Discuss in detail about organisational procedures and policies.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
		Planning and Organising	• Define planning and organising.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			• Identify the limits of your responsibilities.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.
			• Follow organization's policies, procedures and priorities for area of work and your role & responsibilities in carrying out your work.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.

			• Discuss how to plan and organize work to achieve targets and deadlines.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.
		Working Effectively in Teams	1. Discuss the importance of working effectively in a team. 2. Identify from whom to obtain guidance and when this may be required.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			1. Develop strategies to work effectively in teams	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
			1. Discuss the purpose of keeping others updated with the progress of your work.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.

		Core and Generic Skills to Work Effectively	1. Discuss communication skills 2. Discuss professional skills.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			1. Read instructions, guidelines/ procedures.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	4:00 hrs.
			1. Communicate orally with colleagues.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	4:00 hrs.
			1. Discuss how to make decisions.	SSC/N9001 PC1, PC4, PC5, PC6, PC8, KA1, KA2, SA2, SA4, SB1, SB12.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	5:00 hrs.

5.	Maintain a Healthy, Safe and Secure Working Environment	Hazards at Workplace	• Provide an introduction of Hazards at workplace	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
			• Identify physical hazards • Discuss how to deal with occupational hazards. • Prepare checklist for workstations.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
			• Prepare checklist for work environment • Discus norms and services of govt. agencies.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
		Dealing with Emergencies	• Explain what is an emergency evacuation.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.

			• Discuss about emergencies at workplace • Discuss how to deal with medical emergencies.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
			• Discuss the procedure to assist someone who is bleeding. • Discuss the procedure to assist someone who has fainted • Discuss the procedure to assist someone who is in shock. • Discuss the procedure to assist someone who is suffering from muscle cramps.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	8:00 hrs.
			• Demonstrate the steps to be followed when assisting someone suffering from strain or sprain. • Demonstrate the steps to be followed when assisting someone suffering from a fracture or dislocation. • Discuss the procedure to assist someone suffering from an asthma attack. • Discuss the procedure to assist someone who has been bitten by an animal.	SSC/N9003 PC5, KA2, KA3, KA5, KB2.	• Practical Lab	Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning. White Board, Markers and Eraser. Projector with screen. Flip chart with markers. Faculty's PC/ Laptop with latest configuration and internet connection.	6:00 hrs.

| 6. | Employability and Entrepreneurship Skills | Personal Strengths & Value Systems | 1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Understand the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Understand motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management | Bridge Module | • Power-point presentation
• Facilitator-led - discussion
• Audio- visuals Images | Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc. | |

		Digital Literacy: A Recap	1. Identify the basic parts of a computer 2. Identify the basic parts of a keyboard 3. Recall basic computer terminology 4. Recall basic computer terminology 5. Recall the functions of basic computer keys 6. Discuss the main applications of MS Office 7. Discuss the benefits of Microsoft Outlook 8. Discuss the different types of e-commerce 9. List the benefits of e-commerce for retailers and customers 10. Discuss how the Digital India campaign will help boost e-commerce in India 11. Describe how you will sell a product or service on an e-commerce platform	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Money Matters	1. Discuss the importance of saving money 2. Discuss the benefits of saving money 3. Discuss the main types of bank accounts 4. Describe the process of opening a bank account 5. Differentiate between fixed and variable costs 6. Describe the main types of investment options 7. Describe the different types of insurance products 8. Describe the different types of taxes 9. Discuss the uses of online banking 10. Discuss the main types of electronic fund transfers	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	
		Preparing for Employment & Self Employment	1. Discuss the steps to prepare for an interview 2. Discuss the steps to create an effective Resume 3. Discuss the most frequently asked interview questions 4. Discuss how to answer the most frequently asked interview questions 5. Discuss basic workplace Terminology	Bridge Module	• Power-point presentation • Facilitator-led - discussion • Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	

| | | | Understanding Entrepreneurship | 1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the government's role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure | Bridge Module | • Power-point presentation
• Facilitator-led - discussion
• Audio- visuals Images | Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc. | |

| | | Preparing to be an Entrepreneur | 1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Understand the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise | Bridge Module | • Power-point presentation
• Facilitator-led - discussion
• Audio- visuals Images | | |
| **Total Duration** | | | | | | 400 hrs. |

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for CRM Domestic Non-Voice	
Job Role	Domestic Data Entry Operator
Qualification Pack	SSC/Q2212 Version 1.0
Sector Skill Council	IT-ITeS
Sr. No.	**Guidelines for Assessment**
1	Criteria for assessment for each Qualification Pack (QP) will be created by the Sector Skill Council (SSC). Each performance criteria (PC) will be assigned Theory and Skill/Practical marks proportional to its importance in NOS.
2	The assessment will be conducted online through assessment providers authorized by SSC.
3	Format of questions will include a variety of styles suitable to the PC being tested such as multiple choice questions, fill in the blanks, situational judgment test, simulation and programming test.
4	To pass a QP, a trainee should pass each individual NOS. Standard passing criteria for each NOS is 70%.
5	For latest details on the assessment criteria, please visit www.sscnasscom.com.

Assessment Outcomes	Assessment Criteria for Outcomes	Total Marks (200)	Out of	Marks Allocated	
				Theory	Skills Practical
1. SSC/N3022 (Undertake data entry services)	PC1. Obtain sufficient information from the customer /client to understand the need and perform initial task		12.5	0	12.5
	PC2. Assist the customer in providing right information to be entered		12.5	0	12.5
	PC3. Provide the customer with a reasonable estimate time of entering data		5	0	5
	PC4. Prioritize service requests according to organizational guidelines		2.5	0	2.5
	PC5. Refer the problem to a competent technical support team if it cannot be resolved by the operator		2.5	0	2.5
	PC6. Record and perform the service request accurately as per organizational processes and policies		2.5	0	2.5
	PC7. Transcribes, enters, and verifies data from a variety of source material including financial, personnel, police and other records or reports	**120**	10	0	10
	PC8. Receives source documents from various departments, public, agencies, etc. and verifies accuracy of material, prior to input		2.5	0	2.5
	PC9. Transcribes selected data into a computer and scans source documents in accordance with specific program instructions		10	0	10
	PC10. Compares transcribed data, as displayed on a visual screen, document and corrects any errors with the source		15	5	10
	PC11. Obtain help or advice from specialist if the problem is outside his/her area of competence or experience		5	0	5
	PC12. Determines the cause of error message while entering data and makes appropriate corrections		5	5	0
	PC13. Maintains files of source documents or other information relative to data entered;		5	5	0
	PC14. Performs various related functions to insure that the computer is maintained in a neat and orderly manner		10	10	0
	PC15. Assists in (or performs) the filing and storage of security and back up data files		10	10	0
	PC16. May perform various back-up or relief clerical duties as needed (i.e., switchboard, receptionist, fingerprinting, etc.)		5	0	5
	PC17. monitor the problem and keep the customer informed about progress or any delays in the process		5	0	5
		Total	**120**	**35**	**85**
2.SSC/N9001 (Manage your work to meet requirements)	PC1. Establish and agree your workrequirements with appropriate people	**40**	10	5	5
	PC2. Keep your immediate work area clean and tidy		5	0	5

	PC3. Utilize your time effectively		5	5	0
	PC4. Use resources correctly and efficiently		5	2.5	2.5
	PC5. Treat confidential information correctly		5	0	5
	PC6. Work in line with your organization's policies and procedures		2.5	0	2.5
	PC7. Work within the limits of your job role		2.5	0	2.5
	PC8. Obtain guidance from appropriate people, where necessary		2.5	0	2.5
	PC9. Ensure your work meets the agreed requirements		2.5	0	2.5
	Total		**40**	**12.5**	**27.5**
3.SSC/N9003 (Maintain a healthy, safe and secure working environment)	PC1. Comply with your organization's current health, safety and security policies and procedures	**40**	10	5	5
	PC2. Report any identified breaches in health, safety, and security policies and procedures to the designated person		5	0	5
	PC3. Identify and correct any hazards that you can deal with safely, competently and within the limits of your authority		10	5	5
	PC4. Report any hazards that you are not competent to deal with to the relevant person in line with organizational procedures and warn other people who may be affected		5	0	5
	PC5. Follow your organization's emergency procedures promptly, calmly, and efficiently		5	0	5
	PC6. Identify and recommend opportunities for improving health, safety, and security to the designated person		2.5	0	2.5
	PC7. Complete any health and safety records legibly and accurately		2.5	0	2.5
	Total		**40**	**10**	**30**

Do ☑

- Explain each Guideline for Assessment in detail

- Explain the score that each trainee needs to obtain

- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.

- Explain the All location of Marks. Explain that they will be assessed on Theory and Skills Practical.