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Agriculture Skill Council of India

Facilitator Guide

Sector
Agriculture and Allied

Sub-Sector
Animal Husbandry

Occupation
Livestock Health Management

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NSQF **Level: 3**

Animal Health Worker

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6th Floor, GNG Building, Plot No.10
Sector - 44, Gurugram - 122004, Haryana, India
Email: info@asci-india.com
website: www.asci-india.com

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Agriculture Skill Council of India
6th Floor, GNG Building, Plot No.10
Sector - 44, Gurugram - 122004, Haryana, India
Email: info@asci-india.com
website: www.asci-india.com
Phone: 0124-4670029, 4814673, 4814659

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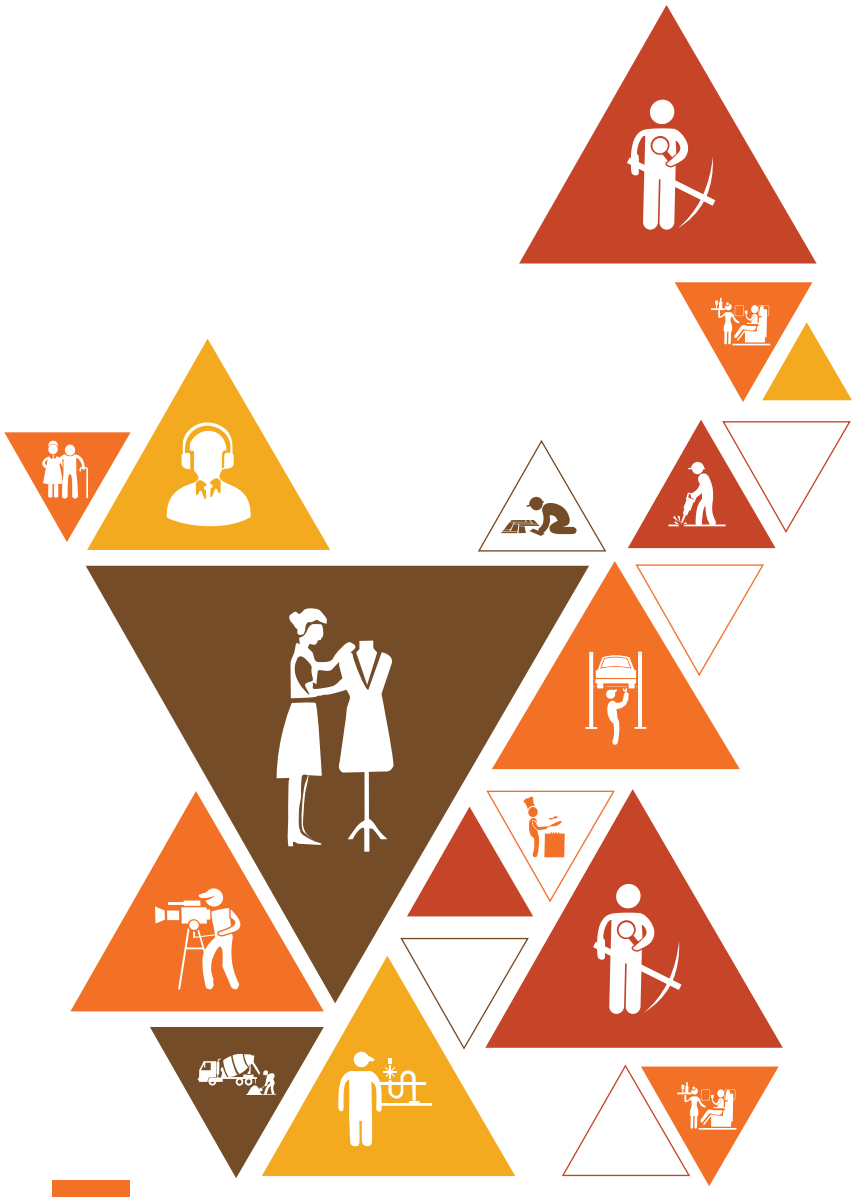
> Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi
Prime Minister of India



Acknowledgements

We are thankful to all organizations and individuals who have helped us in preparation of this Facilitator Guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This facilitator guide will lead to successful roll out the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors etc. We are thankful to our Subject Matter Expert Dr. Miftahul Islam Barbarurah for the content and helping us in preparation of Facilitator Guide.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome the suggestions from users, Industry experts and other stakeholders for any improvement in future.

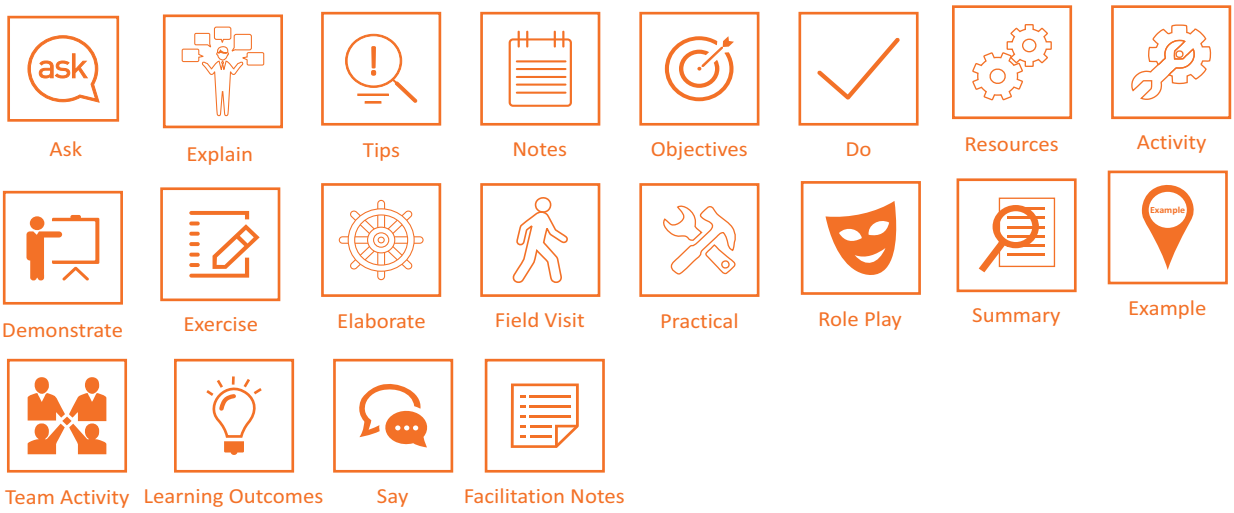
About this Guide

This Facilitator Guide is intended to empower the trainer for preparing for the participant/trainee/student for Animal Health Worker job role as per its Qualification Pack (QP). Every National Occupational (NOS) is spread over unit/s. The National Occupational Standards indicate the measures of execution an individual must accomplish when doing a capacity in the work environment, together with the information and comprehension they have to meet that standard reliably. The Trainee should have the capacity to exhibit abilities to utilize different techniques in the Animal Health Worker . The trainer need to guide and prepare the /participants in the accompanying abilities:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore
- **Performance Criteria**: Pick up the required aptitudes through hands on preparing and carryout the required operations inside the predetermined measures
- **Professional Skills**: Capacity to settle on operational choices relating to the zone of work

With the help of this guide, trainer will be able to use various process and methods to skill Animal Health Worker in taking care of animal health worker. Chapters are prepared to build up the expert abilities like – choices making, systematic and basic considering.

Symbols Used



Role of the Trainer

As a trainer, keep in mind the following guidelines

Know Your Job

The Trainer should first know his/her learners (the students) keeping in mind the end goal to guarantee their productive contribution in the learning procedure.

As a trainer, remember the accompanying rules

- Training is not learning
- The trainer needs to learn for himself/herself, through his/her own particular activity and movement
- The trainer can just guide the understudy movement in a way that prompts a decent learning background
- The trainer can create reasonable situations fancied to deliver a powerful learning (curricular, co-curricular and additional curricular) experience

Practice these common courtesies

- Greet the students
- Be warm and neighborly
- Introduce yourself
- Ask their names
- Explain the reason and objectives of preparing project
- Ask their desires
- Always make inquiries
- Listen to then quietly and answer their inquiries
- In case you can't react to an inquiry say that you will hit them up
- Respect the students
- Do not hang over them, their work, or get in their work-space
- Do not take their work or move it without requesting their consent
- Be a decent onlooker
- Offer rededication for weaker students Correct the flawed practices of learners at work before they transform into propensities
- Do not condemn
- Show gratefulness where it is expected
- Always say 'please', 'thank you', and "too Good"
- Be a tutor

Responsibilities

The trainer has a special position and plays several roles. He/she is a mediator between the learner and management.
The trainer has moral and legal responsibilities and ensures not only the professional progress but also the well-being of the youth. You have to prevent:

- Discrimination because of gender, race or nationality or any other kind
- Bullying and/or sexual harassment
- Abuse of alcohol, medicine or any other substance
- Physical dangers through accidents, air pollution, noise or dangerous chemicals

You also have to secure that time regulations or other legal regulations are not infringing– neither by you nor by the learner.

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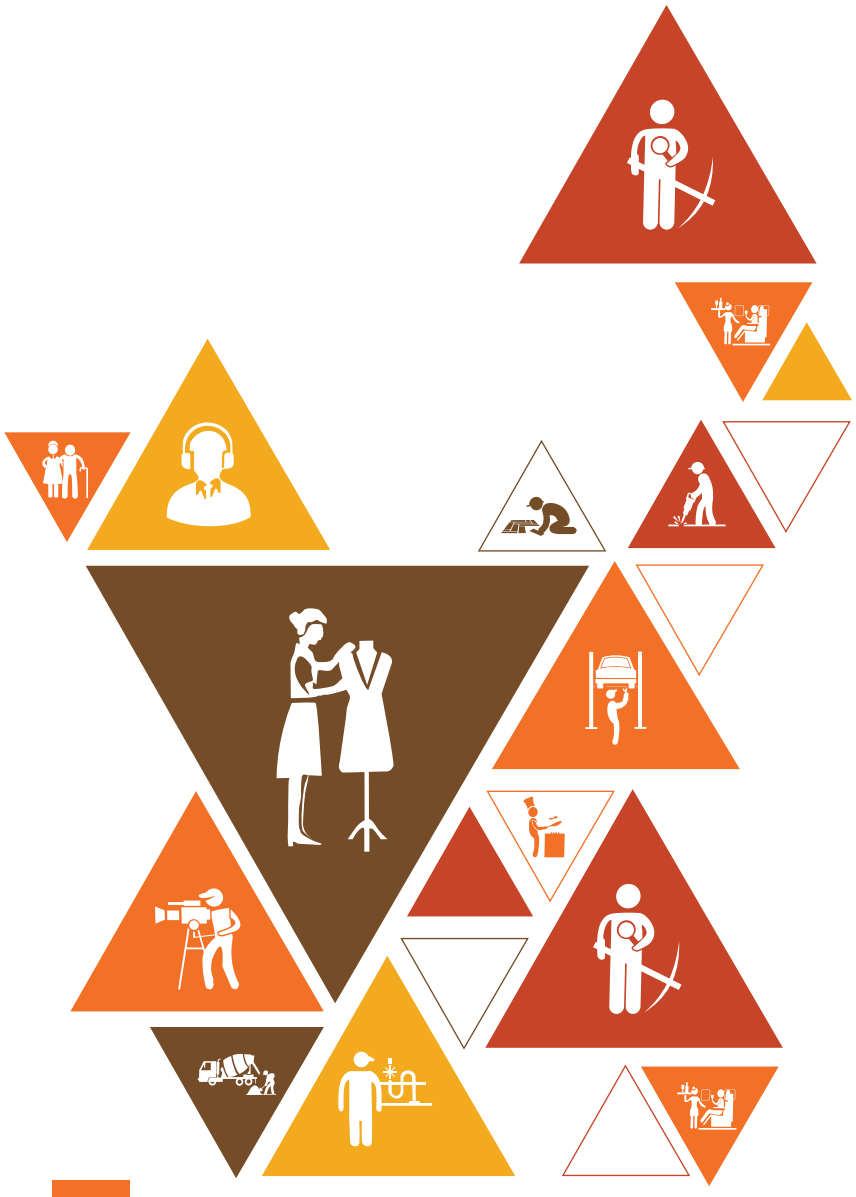

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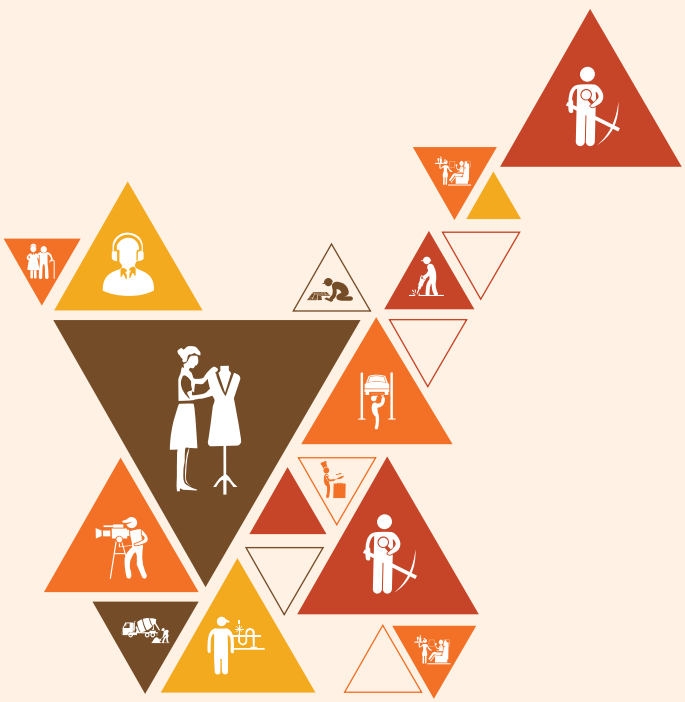
1. Introduction

Unit 1.1 – Rural livelihood and livestock farming
Unit 1.2 – Knowing your village
Unit 1.3 – Role and responsibility of animal health worker
Unit 1.4 – Continuous learning and support system



Key Learning Outcomes

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

1. Discuss meaning and basic concept of livelihood with the participants and guide them to apply in their personal life.
2. Discuss importance of livestock and poultry farming in rural livelihood and build self-esteem of participants as important service provider and change agent of society.
3. Develop capacity amongst participants to locate institutions and resources of their village
4. Discuss with participants about their role and responsibility as animal health worker.
5. Explain importance of continuous learning and suggest available referral support system.

UNIT 1.1: Rural Livelihood and Livestock Farming

Unit Objectives

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

1. Recognise fellow participants.
2. Explain the meaning of 'livelihood' and importance of livestock and poultry in rural livelihood, human health and nutrition.
3. Develop serving attitudes and awareness about 'people' dimensions associated with animal care and livestock development.

Resources to be Used

- Available objects such as a white board, duster etc.
- Power point slides, pictures / posters e.g. that can depict various roles of livestock (Provider of food, energy and traction etc.)

Do

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as name of his / her village, things people in their village do to earn living, favorite farm animal and why etc.
- The winner of the game should stand and introduce himself/herself along with the additional information as above at the end of the game.

Say

- 'Thank' you to everyone for their participation.
- Some comments of participants during the game regarding things people do to earn living.

Explain

- Introduce participants to definition of livelihood and explain the livelihood equation as mentioned in participant handbook.
- Farmer earns his livelihood by utilizing farm animals (Asset) and doing farming (Activities)". By caring, protecting and improving productivity of farm animal asset, we can help farmers improve their livelihood. We also have the duty to ensure that farming as an activity in any area remains remunerative for sustaining the livelihood of farmers.
- Explain the definition of livestock and poultry with examples and pictures. Explain their role in livelihood, human health and nutrition.

Ask

- Explore with participants what they understand about the word 'livelihood'; ask them to name equivalent word in local language. (Include images of livelihood equivalent Indian words in a power point slide e.g. See image given below which is livelihood equivalent in Kannada language)
- Ask three volunteers to give a short speech as what will they do to improve their own livelihood and livelihood of others.
- Ask few participants to describe people / occupations who are directly dependent on animals to earn living.

Elaborate

- Elaborate the role of livestock (Provider of food, energy, tractions besides cultural and religious significance etc.)
- Size of population and importance of livestock to Indian economy.

Notes for Facilitation

- Help participants to complete all the tasks included in the participant manual.
- When you ask volunteers to give a short speech on what will they do to improve their own livelihood and livelihood of other, assist them if required to use the components of livelihood equation e.g. I will do exercise or take good food regularly to improve my physical capacity, I will attend hands-on training to improve by skill, I will buy some animals (Asset!) for farming etc.
- A thorough understanding of the meaning of livelihood will help in inculcating the serving attitudes and create awareness of 'people' dimensions associated with animal care and livestock development. Motivate participants to always think about the livelihood of owner farmer while addressing issues related to his / her animals.

- While describing the role and importance of livestock help participants to develop a sense of pride amongst themselves as would-be service providers of a sector that is important to country's economy, social and cultural well-being.

You can end the session asking participants to take the following pledge:

- "We will work hard to improve our own livelihood and livelihood of farmers. We dedicate our life to the well-being of animals and as such of humans"

Notes

Notes

UNIT 1.2: Knowing Your Village

Unit Objectives

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

1. Explain the functioning of village institutions.
2. Determine the socio - economic parameters of a village with specific reference to agriculture.
3. Discuss the basic climate and environment related issues in a village / service area context.

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Village map or map of service area of trainees.
- Slides in power point presentation showing relevant images.

Team Activity

Ask them to refer to the model village institution diagram (Fig 1.2.1) given in participant handbook. Taking clue from the diagram, groups should discuss amongst themselves the functioning / administration of any nearby select village panchayat / village council. The group leaders should then prepare to briefly present key learning using flip chart.

Divide the class into 7 groups assign each group to collect information in any one of the following topics with respect to any selected village.

The group leader to make presentation on the same:

1. Village society, its composition, norms and beliefs.
2. Major economic activities within a village.
3. Common agricultural / livestock farming related practices.
4. Crop calendar and farming system.
5. Festivities with festival calendar (along with relationship with agriculture -if any)
6. Climate, environment related issues affecting the village.
7. Village resources.

Say

- Thank everyone for their participation.
- Describe the objective of all the above activities.
- Review presentation of each group and add your comment with additional information / corrections – etc.

Tips

- The objective of the above activities is to prepare the participants for his / her future role as a socially responsible village level worker. Awareness of village level issues and capacity to effectively engage with village level institutions (as or when required) are two important qualities of an animal health worker. Many a time animal health workers are required to assist veterinarians in mobilizing local resources and in organizing events at the right time and in the right place. Animal health workers are the first point of contact for field veterinarian to know the social and cultural aspects of village society including societal norms and traditional practices.

Activity

- Each participant should be asked to refer to the image of crop calendar included in the participant manual. They should prepare similar one in the context of their own village.

Notes for Facilitation

- Indicate potential sources of information to each of the group.
- Assist all groups to systematically arrange collected information and analyze them – where required.
- Constantly motivate each student to participate. Arrange for award for group presentations based on criteria such as quality and relevancy of the content, group involvement, presentation skill, use of tools etc.
- You may invite any representative of local village council to grace the training season; request him / her to give comment / award on the team work of participants.
- Focus on ensuring pictorial presentation of learning .
- Ensure presence of representative of panchayat or village council to evaluate and encourage the work of teams.
- Where possible, display specific work of groups within the classroom.

Notes

UNIT 1.3: Role and Responsibility of Animal Health Worker

Unit Objectives

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

1. Explain their job role as an animal health worker.
2. Discuss the key public health issues and responsibilities.
3. Discuss their limitations as service provider and pre-requisite to follow legal / government guidelines.
4. Take guidance from veterinarians

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Slides in power point presentation showing specific innovative images e.g. that depicts danger of faulty use of antibiotics, non-reporting of scheduled diseases etc.

Team Activity

Divide the class into three teams. Give sufficient time for teams to refer to the text in participant manual related to roles of Animal Health Worker. Facilitate team members to discuss amongst them.
After this, each team will take their turn and sit in circle for a discussion on any one from amongst the following topics:

1. Why should we focus more on preventive care in farm animal practice?
2. Why should we report incidence of certain diseases to authority?
3. What happens when we overuse or inappropriately use drugs in livestock?

Ensure that the other teams listen to any particular discussion and note down key points. No team should choose the same topic. At the end of three rounds of discussion ask each team to suggest other teams' pointers that they may have missed while discussing on their chosen topic.
The group making maximum suggestions to others should be awarded as winner.

Say

- Sum up the key learning of above group discussion topics and relate it to the role and responsibility of animal health worker.
- Everyone, regardless of their field or profession, operate within a legal and ethical framework of some kind. This simply means that we all work within the boundaries defined by applicable laws and ethical standards. Introduce the participants to the legal provision in India under Veterinary Council of India Act whereby animal health worker can only deliver services that are defined under Minor Veterinary Practice (MVP) notification of respective state governments. They can offer services only under the supervision of veterinarians. Encourage participants to ensure compliance of above law as same is aimed primarily at protecting public health.
- Emphasize and elaborate on the fact that 70 percent of human diseases originate in animals and actions of

Elaborate

- Elaborate on work environment of animal health worker: Discuss on model service delivery examples in India, where animal health workers are working under registered institutions and getting regular guidance from veterinarians. Indicate the need for partnership between practicing veterinarian and animal health workers so as to ensure delivery of service to large number of farmers in remote areas.
- In situations where trainees are likely to be inducted directly into any organization, discuss about the work of the organization and how trainees will have to contribute.

Notes for Facilitation

- A brief general explanation of terms used in participant handbook l like 'animal husbandry', 'preventive vs curative treatment', 'public vs private agency', 'extension service', 'farmer institution', 'first aid' etc. will help participants to take part in discussions.
- Encourage participants of group discussion to ask questions so that they can clear their doubts (if any) on future job role.
- Assist participants to streamline their thought process while discussing the above question. E.g. Preventive service is good because it is less costly; animals retain their productivity etc.
- You can invite representative of any organization who employs animal health worker to speak on 'expectations from trainees'.
- Indicate briefly the option for career progression and career mobility of animal health worker completing training under NSQF framework e.g. an animal health worker can further study to become veterinary field assistant or veterinary clinical assistant. He /she can work anywhere in India or even seek employment outside the country.

Notes

UNIT 1.4: Continuous Learning and Support System

Unit Objectives

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

1. Interpret the importance of continuous learning and guidance from veterinarian.
2. Identify relevant sources of information or available support system.

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Projector connected to computer with internet connectivity.

Explain

- The importance of continuous or life long learning and that of regular guidance from veterinarian.

Say

On an individual level, continuous learning is defined by the practices the individual carries out daily in order to continue increasing knowledge.

For example, this can be:

1. Asking for help when something is not understood
2. Observing more experienced employees at work
3. Trying new ways of doing things and exploring alternative methods
4. Practicing what has been learnt already
5. Finding ways to improve such as taking up additional training programs

Field Visit

- Organize a day long field visit covering local veterinary hospital, agri-clinic (if any) promoted by veterinarian, KrishiVigyan Kendra, any center of state institute of rural development, extension center of local university and field project sites of local NGOs.
- In situations, where majority participants have never attended any meeting of local panchayat / Gram sabha, field visit should also be attempted for giving them the opportunity to observe such meetings

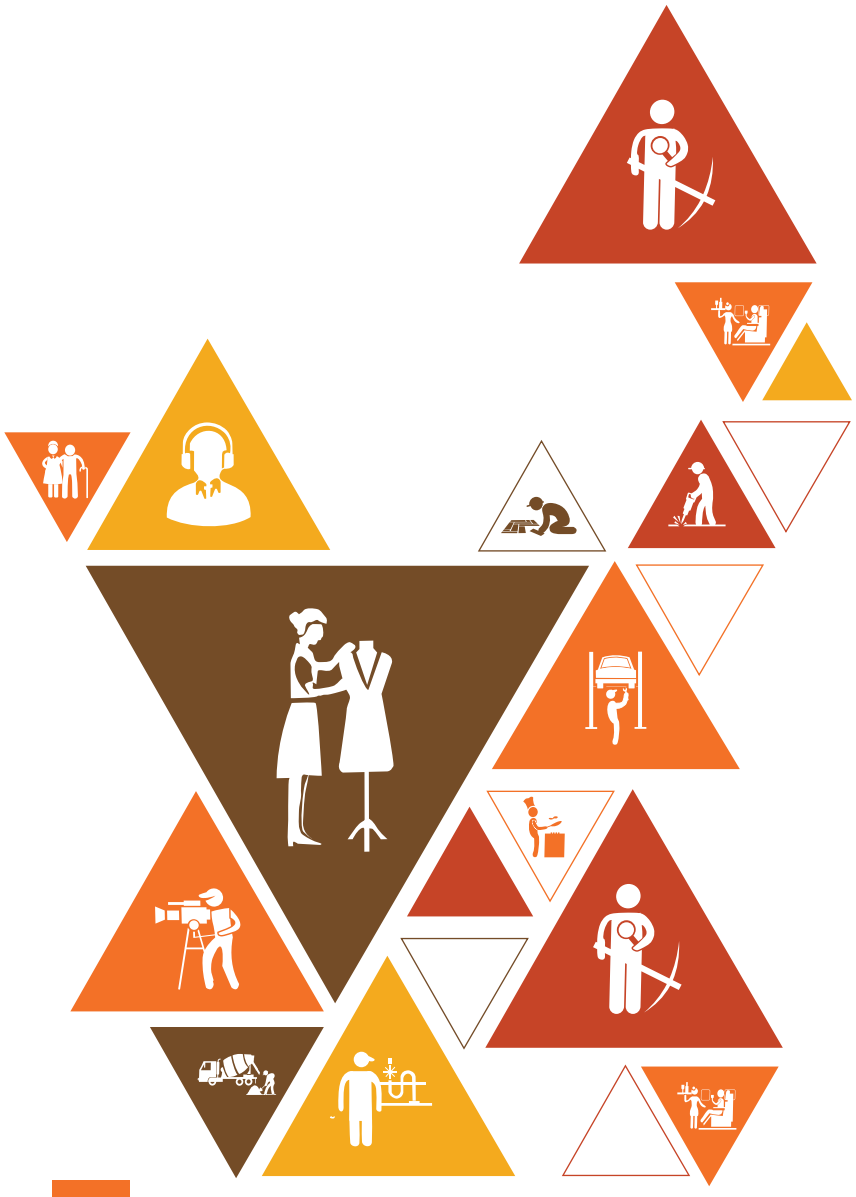
Demonstrate

- Demonstrate available web sites, books etc. where participants can search for information on farming and care of animals.

Activity

- All participants should collect available leaflets, brochures and other publications on different topics from places covered under field visit.

Notes



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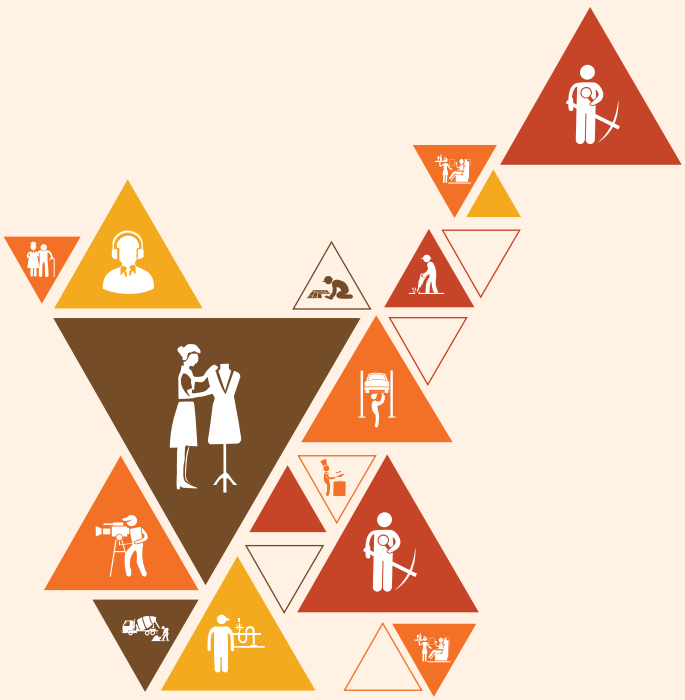
2. Controlling and Restraining of Animals

Unit 2.1 – External body parts and organ system of farm animals
Unit 2.2 – Approaching and moving animals
Unit 2.3 – Common behavior of farm animals
Unit 2.4 – Use of common methods and tools for restraining
Unit 2.5 – Personal safety



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Key Learning Outcomes

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

1. Explain about body parts of the animal.
2. Infer how to approach and handle the animals.
3. Describe flight zone and point of balance.
4. Interpret common behavior of farm animals.
5. Explain about animal handling and safety.
6. Recognise common tools and equipment for restraining animals.
7. Use personal safety measures.

UNIT 2.1: External Body Parts and Organ System of Farm Animals

Unit Objectives

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

1. Identify body parts and learn about various organ systems in farm animals.
2. Discuss body locations with clinical or significance.
3. Use various terms to describe animals based on sex and age.

Resources to be Used

- Power point slides, pictures / posters e.g. that depict various body parts and organ systems of farm animals.
- Live farm animals

Say

- Knowing animals' body parts, organs and functional systems is the first step in handling animals and tackling any illness or disease.
- A functional system consists of two or more organs and they do specific functions.

Ask

- Ask participants to recall their learning in school days about levels of organization in animal body e.g. Cell – tissue – organ and organ system.
- Ask participants about parts, organs and body system in human.

Demonstrate

- Demonstrate various external body parts of different farm animals and poultry.
- The location of common lymph nodes in various species.
- Location of Pin bone, Tuber coxae (hook bone), Para lumber fossa, Point of shoulder, hearth girth

Explain

- Nine systems of animals' body along with organs and corresponding job functions.

Elaborate

- Rumen as an organ and the importance of rumination. Briefly indicate clinical significance of para lumber fossa.
- Procedure to measure length and hearth girth of animals while demonstrating specific body parts.

Notes

UNIT 2.2: Approaching and Moving Animals

Unit Objectives

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

1. Apply the basic principle of animal handling.
2. Identify flight zone and point of balance in animals.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing specific images showing flight zone (Refer participant handbook for images)

Explain

- Flight zone and point of balance.
- General precaution to be taken while approaching and handling livestock.

Demonstrate

- How to approach a farm animal or make an animal / herd of animals move

Elaborate

- Effect of stress on health and production of farm animals.

Notes

UNIT 2.3: Common Behavior of Farm Animals

Unit Objectives

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

1. Recognise the beviours of farm animals and their response

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Any available video showing specific farm animal behavior.

Team Activity

Divide the class into 2 teams. Each team should refer and discuss amongst themselves common behavior related information given in participant handbook or available in various internet sources (exclude behavior related to rumination or heat / estrous). The team leaders should then make presentation preferably also highlighting experience of team members (if any). Where feasible, encourage team members to show short video clips.

(The objective of the activity is to develop interest amongst participants to learn more about farm animal behavior so that they can handle farm animals with ease and with minimum stress)

Explain

- Possible reason of particular behavior(s) as highlighted by teams.

Notes

UNIT 2.4: Use Of Common Methods and Tools For Restraining

Unit Objectives

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

1. Recognise common methods and tools for controlling and restraining animals.

Resources to be Used

- Live animal and birds
- Required tools for restraining

Explain

- The need for restraining of animals.

Say

- Restrain is possible both by manual and mechanical means. The class will however, concentrate on manual methods as same is more common in field context in India.

Demonstrate

Demonstrate the following on live animals indicating precautions to be taken:

- Use of rope halter / Nose snare
- Restraining of Pigs
- Leg restrain in cattle
- Securing cattle in standing position
- Types of knots and restrain by casting (Reuff's method and alternative method)
- Rope board casting of pig
- Restraining of Sheep and Goat

Notes

UNIT 2.5: Personal Safety

Unit Objectives

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

1. Explain the importance of personal safely
2. Use personal protective equipment gap while handling with animals

Resources to be Used

- Available personal protective equipment

Explain

- How handling of animals can cause both physical injury and illness in humans (Zoonosis)

Elaborate

- Rules to be followed to ensure personal safety.

Demonstrate

- Use of personal protective equipment

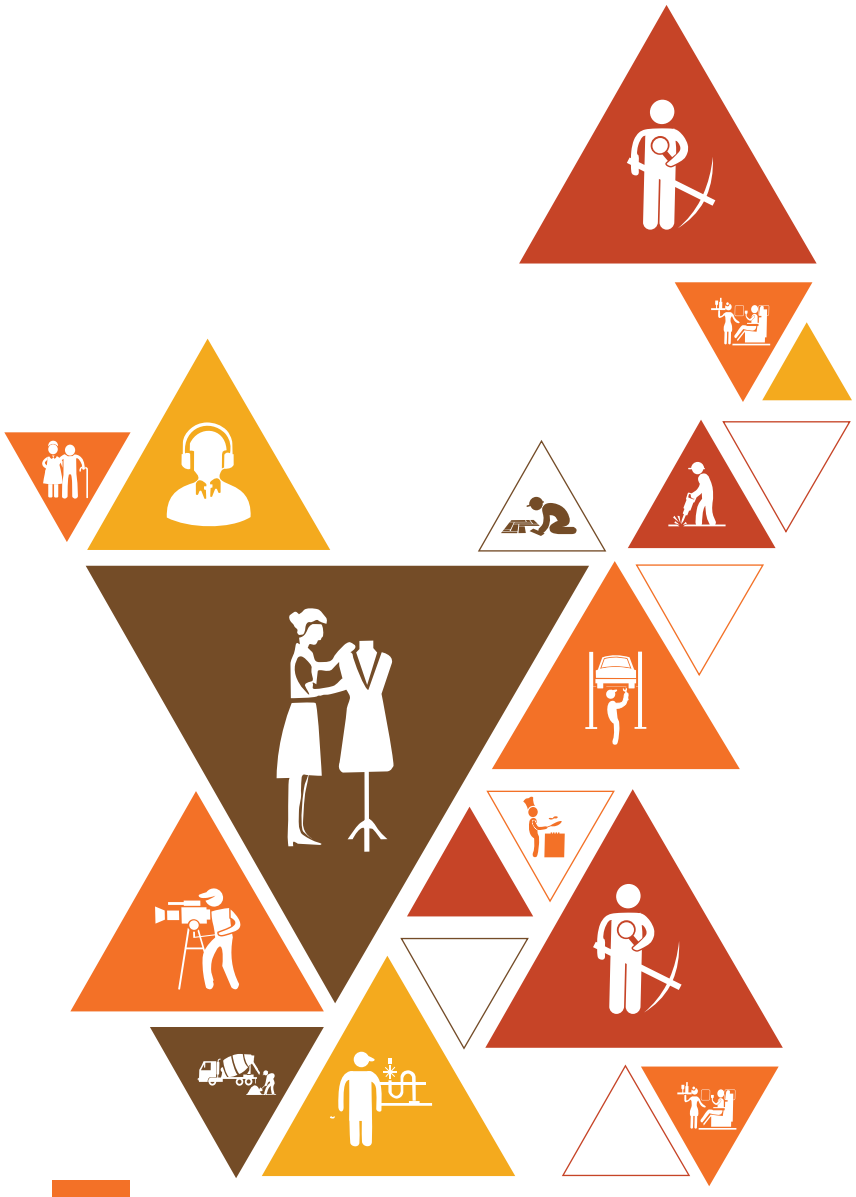
Activity

Ask participants to approach and restrain any given farm animal.

A participant should be able to do following:

1. Determine the flight zone and point of balance of the animal and approach, hold animal securely and safely.
2. Prepare and make the animal to cooperate during handling.
3. Achieve minimum stress and injury to the animal (There should not be any accident).
4. Use restraining tool appropriately (Must follow prescribed procedure).

Notes



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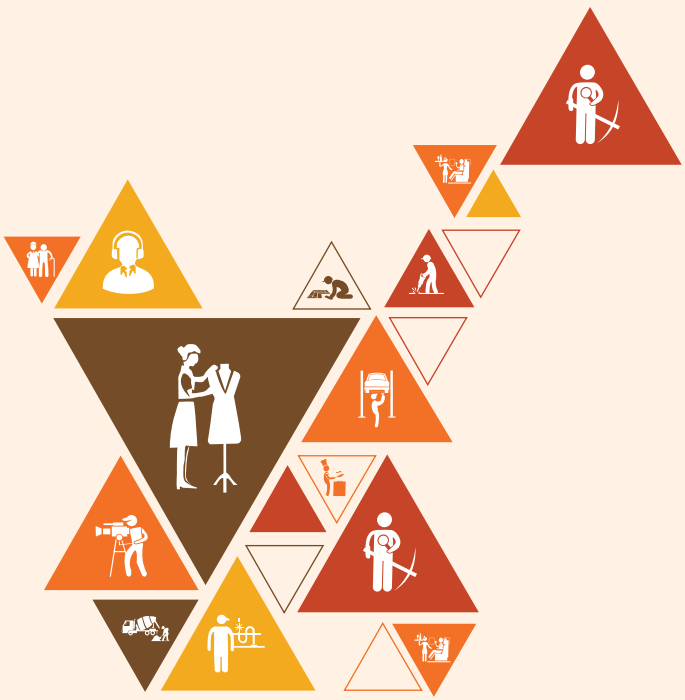
3. Implementing Regular Preventive Animal Health Care Program

Unit 3.1 – Animal identification and record keeping
Unit 3.2 – Observation of environment and history taking
Unit 3.3 – Routine examination of health of animals
Unit 3.4 – Cause and ways of transmission of disease
Unit 3.5 – Identifying common diseases
Unit 3.6 – Zoonotic disease
Unit 3.7 – Concept of notifiable disease
Unit 3.8 – Preventing disease in animals



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Key Learning Outcomes

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

1. Explain about the animal identification, data recording and data collection tools (including mobile devices).
2. Explain about basic health examination of animals.
3. Identify cause and ways of transmission of diseases.
4. Discuss about concept of herd health.
5. Explain about identification and prevention of common animal diseases prevalent in local context.
6. Identify disease symptoms with focus on scheduled or notifiable diseases as per government directive that requires mandatory reporting to government veterinarian.
7. Follow the vaccination schedule of the animals.
8. Handle and administer vaccines to livestock and poultry.
9. Carry out the pre and post vaccination care of animals.
10. Collect samples for laboratory diagnosis.
11. Apply preventive deworming, spraying or other methods for control of parasites.
12. Assist veterinarian in post mortem of animals.

UNIT 3.1: Animal Identification and Record Keeping

Unit Objectives

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

1. Recognise the importance of data and need to follow given collection procedure.
2. Use animal identification and data collection tools so as to participate in field activities related to identification and data collection (as enumerator).

Resources to be Used

- Available objects such as a white board, duster etc.
- Power point slides, pictures / posters. for showing various identification methods.
- Model / institutional record keeping format , if any.
- Cardboard sheets.
- Live animal for ear tagging.
- Ear tag pliers
- Ear tags

Explain

- Why do we need to identify animals?
- What is data and why is it important?
- What is record keeping? How helpful is it?
- Why should animal health worker maintain data of health intervention?

Elaborate

- Various methods of animal identification
- Data collection tools.

Demonstrate

- Ear tagging on live animal using ear tag plier
- Premises registration card (where available)
- Model health record sheet to be maintained by animal health workers for inspection of his / her supervisor.
- Model record maintained in a livestock farm.
- Mobile devices and process of reading ear tag, data entry and transmission.

Practical

- Assist participants prepare cow / goat ear model by cutting cardboard sheet. They should apply tags to these model ears. Check its correctness. Each participant should practice this minimum 5 times.
- Give a design simple questionnaire to team of participants to collect information on farming system, social, geographical and environmental condition of any service area. Orient team of participants as how to collect data and organize a mock data collection.
- Assist participants to practice use of mobile devices for data collection.

Each participant should be evaluated based on the following:

1. Skill of ear tagging in model ears.
2. Ability to use field data collection tools (including electronic / mobile based data collection) as per given specification.

Notes

UNIT 3.2: Observation of Environment and History Taking

Unit Objectives

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

1. Explain the observe the surroundings of animal and take history to make provisional diseases diagnosis.

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Slides in power point presentation showing specific images e.g. factors affecting animal health

Explain

- Factors that influence animal health.
- Importance of observation of surrounding and history taking.
- The process of history taking.
- Importance of herd approach (not just focusing on single animal presenting a symptom)
- Importance of early reporting of diseases.
- Why should animal health worker maintain data of his / her health intervention?

Elaborate

- Important points to remember as included in the participant manual.

Role Play

- Request few volunteers to enact a scene of history taking in village setting with following role play e.g. complaining farmer, animal health worker (lead role), ailing animal, other healthy animal, veterinarian and neighbors. Place some noticeable things within the environment e.g. Few cans of pesticide in one corner of the farm.
- (At the end of the play, comment on observed positive and negative points, re-emphasize the need of careful listening of complain, herd approach, looking into detail of environment etc.)

Say

- Listening to the owner and asking question is called history taking. One must focus on listening too. Respect your client farmer.
- As you will learn more about diseases and work in field conditions, you will automatically acquire the skill of asking relevant question. Communication and observation are two important skills of an animal health worker.

Team Activity

- Divide the class into three teams. Ask each team to refer the any picture of a diseased pig one of the mobile phones. Each team should make a presentation on how they will approach the case (Refer history taking, observation, reporting etc.). The presentation should include immediate advice to be given to the farmer.

Notes

UNIT 3.3: Routine Examination of this After Health of Animals

Unit Objectives

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

1. Differentiate between and healthy and sick animal based on observation.
2. Record parameters pertaining to health of livestock and poultry.

Resources to be Used

- Available objects such as a white board, duster, flip chart board / paper etc.
- Slides in power point presentation showing diseased animals, normal range of vital para-meters etc.
- Live animals of different species.

Explain

- The definition of a healthy animal.
- Vital para-meters e.g. temperature, pulse, respiration and indicate normal values for various species.

Elaborate

- Ways to identify a sick animal based on observation of appearance, movement, eyes, ears, nose, mouth, the coat, behavior, breathing, droppings or dung, urine, appetite, rumination, sound and production.
- Disease symptoms of poultry.
- Elaborate on importance of laboratory and postmortem examination

Demonstrate

Physical examination of animals for:

1. Measuring body temperature
2. Measuring respiration.
3. Measuring pulse
4. Rumen motility
5. Dehydration check

Say

- Veterinarians use many other methods to conduct more detailed examination of animal to evaluate various functional systems. As an animal health worker you can endeavor to learn these techniques with more study and practice while assisting veterinarians.
- As an animal health worker while working with veterinarian you may have ample opportunities in future to learn basics of sample collection and their dispatch to laboratories. Laboratories often publish guidelines and are good source of reference. With additional training you can also qualify as Veterinary Clinical Assistant to work in hospitals and laboratories.
- You should learn to assist veterinarians in conducting postmortem examination. Never attempt at conducting postmortem without knowledge of supervising veterinarian and without taking precautions. Only certificate of registered veterinarian is accepted by court of law or insurance companies.

Practical

- Assist participants for how to take temperature in different animals and properly read thermometer. Observe and emphasize on practicing correct method. Each participant should prepare a note indicating detailed procedure of examination of various vital parameters.

Notes

UNIT 3.4: Causes and Ways of Transmission of Diseases

Unit Objectives

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

1. Identify causes ways of diseases and transmission in animals.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing images of types of disease causing organisms

Explain

- Why knowing the cause of disease is important?
- Classification of diseases e.g. Acute vs chronic, infectious vs non-infectious.
- Modes of disease transmission.

Elaborate

- What causes disease? e.g. Parasites, Microbes, Poisoning, Dietary / metabolic, Congenital, Environmental, cancer, allergies and degenerative disease.
- Various types of microbes and parasites (Brief introduction only)
- Non -infectious and production related diseases and losses thereof.

Ask

- Ask participants to describe any clinical signs that they observe in diseased animal.

Say

- Microbes that causes disease are called 'pathogens'. Typically, the term is used to describe an infectious agent. Pathogenic organisms are of five main types: viruses, bacteria, fungi, protozoa, and worms.
- A diseased animal shows clinical (or disease related) signs and symptoms. Signs are those which you can observe. As an animal health worker you should give more importance on clinical signs of various diseases. Symptoms are those which an animal experiences. Pain is a symptom and in animals, we use behavioral signs and knowledge of likely causes of pain to guide its management.
- When an animal / bird is infected with an infectious disease agent but displays no clinical signs it's called as 'carrier'.
- The biggest difference between viruses and bacteria is that viruses must have a living host - like a plant or animal - to multiply, while most bacteria can grow on non-living surfaces.
- There are some useful bacteria but all viruses are harmful.
- Antibiotics can kill bacteria but not viruses. Antiviral drugs help to slow reproduction of viruses but cannot stop it completely.
- Since microbes may become resistant, one should be very careful in using antibiotic and antiviral. A veterinarian's guidance and proper prescription is must.

Activity

- Each participant should prepare a pictorial chart showing ways a disease can enter a poultry farm.

Notes

UNIT 3.5: Identifying Common Diseases

Unit Objectives

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

1. Identify common animal diseases from the clinical signs.
2. Report incidence of notifiable diseases.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing images of signs of various common diseases.

Summary

- Summarize previous discussion / learning on definition of clinical signs and symptoms.

Elaborate

- Common clinical signs of diseases.

Say

- Knowledge of clinical signs helps in identification of any particular disease but many a time clinical signs alone is not sufficient for proper diagnosis. Always consult with supervising veterinarian who may suggest laboratory test for confirmation and appropriate line of treatment thereof.
- Many a time disease incidence are related to change in season. For example, higher incidence of Foot and Mouth Disease (FMD) is observed during winter months and during pre-monsoon season. One can prepare a disease calendar for the whole year.
- Never attempt treatment without consulting supervising veterinarian or following organizational guideline.
- Treating animal with drugs without prescription of veterinarian is illegal. This is because of the fact that inappropriate drugs and wrong administration of same to an animal may not only harm the animal but also can affect human consuming products of that animal.
- If you know any local or traditional treatment method, check whether same is scientifically tested, documented and widely practiced.

Team Activity

- A team of 3-5 participants should select any one common disease from the participant manual or any diseases declared to be common in local context. The team then should discuss common clinical signs of the disease, species affected etc. and make presentation before the class.
- Divide the class into two teams. While one of team prepares a list of deficiency related diseases of farm animals the other team should list production related diseases. They should exchange the list thus prepared.

Field Visit

- Organize a visit of the participants to nearby village with good population of livestock or farm families. They should interact with a selected group of village elders and farmers to list season wise diseases of animals. On return they should visit local veterinary dispensary and collect any published pictorial disease calendar or atlas of diseases of farm animals. A volunteer should be asked to record and present learning of the class as a whole including that of information in collected publications.
- (During field visit, interact informally with participants regarding prevalent farming system, social, geographical and environmental condition of service area).

Notes

UNIT 3.6: Zoonotic Disease

Unit Objectives

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

1. Identify zoonotic diseases

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation pictorially explaining any zoonotic disease.

Explain

- What is a zoonotic disease?

Elaborate

- How one can save himself or herself from zoonotic disease.

Say

- Few names of zoonotic disease like Anthrax, Brucellosis, Rabies, Hydatid diseases, Cysticercosis etc.

Team Activity

Divide the class into four teams. Each team should draw the following diagram in white board / flip chart. Briefly explain the zoonosis indicated in the diagrams and assist each team to simplify the writings within the given images while mentioning the same in drawing. The team should discuss amongst themselves for few minutes and then present to the class a basic explanation of the particular zoonosis.

Tips

- Objective of the above team activity is to re-enforce the knowledge of zoonosis and help the participants appreciate its importance. Animal Health workers are only expected to practice and educate people on safe ways of animal handling.
- (The images mentioned here can be photocopied and shared with the participants. Alternatively, trainer can search similar images from the internet and use it in power point presentation)

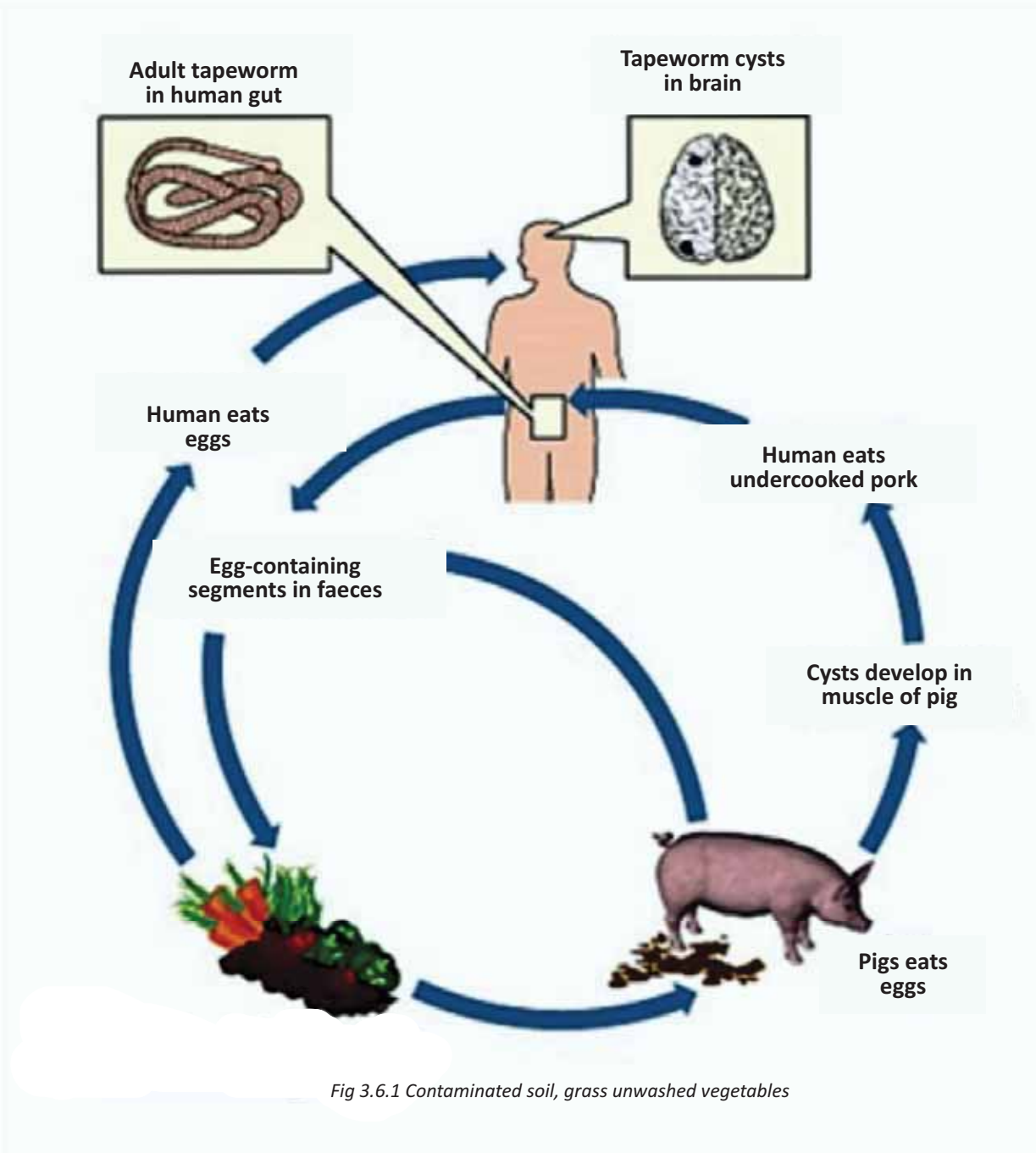


Fig 3.6.1 Contaminated soil, grass unwashed vegetables

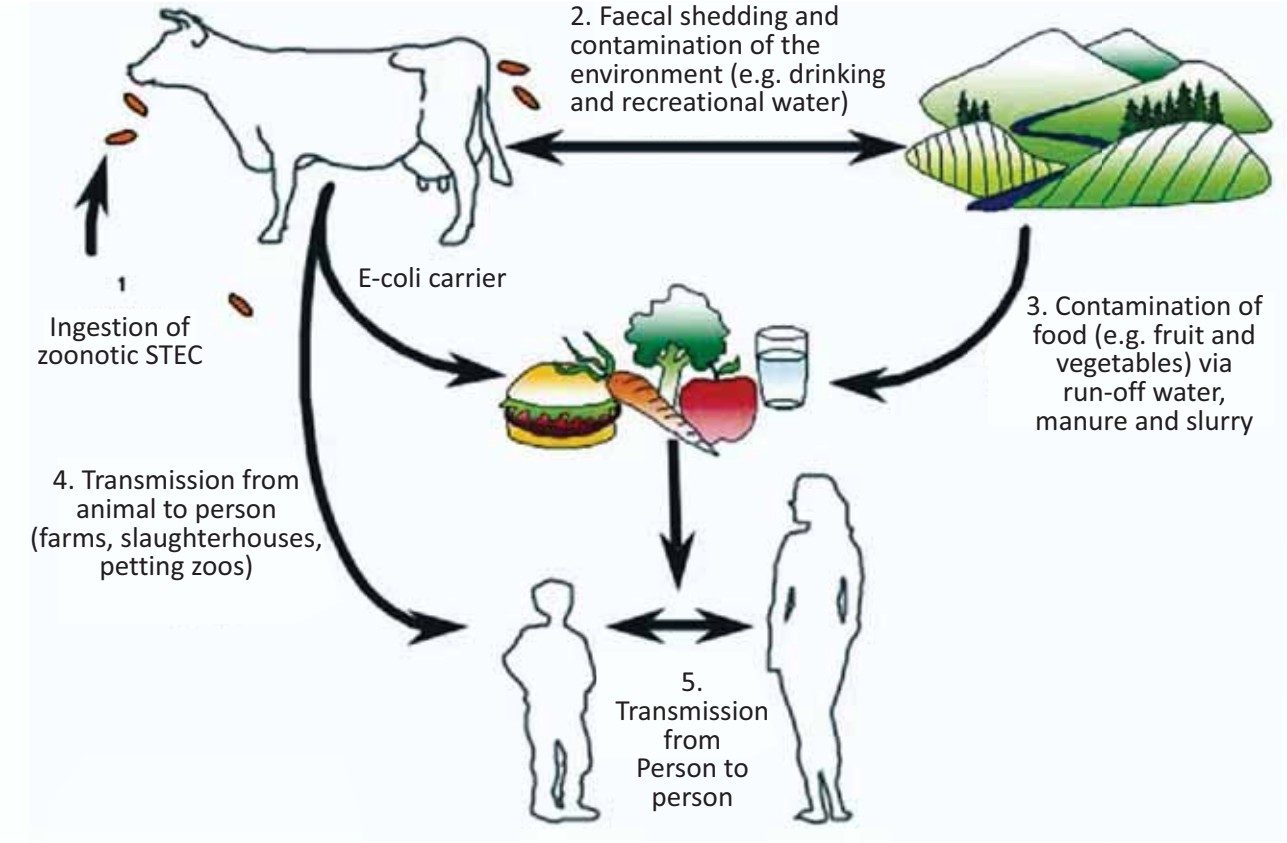


Fig 3.6.2 Transmission of escherichia coli

Notes

UNIT 3.7: Concept of Notifiable Diseases

Unit Objectives

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

1. Explain the importance and legal requirement related to reporting of certain diseases.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing reporting format / protocol for animal health worker as published by local government etc.

Explain

- What is a notifiable disease?

Elaborate

- What and how to report (Follow guideline of state veterinary department)
- Consequences of not reporting scheduled diseases.

Say

- Few names of important scheduled diseases prevalent in the local area of the participants.

Activity

Each participant to list five most important livestock / poultry disease as prevalent in their local area. Assist them to prepare a short / basic note on geographical spread and economic impact of each of these diseases. Participants can indicate their own experience (if any).

Notes

UNIT 3.8: Preventing Disease in Animals

Unit Objectives

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

1. Determine possible ways to prevent diseases in animals so that they can communicate the same to farmers.
2. Explain key concept of herd health approach.
3. Deliver preventive services e.g. vaccination and parasite control.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation e.g. Iceberg concept of health etc.

Explain

- The concept of herd health approach.
- The business model where a private veterinarian leads a group of animal health worker to implement herd health approach of veterinary service delivery in a production cluster. Farmers in this system are required to pay annual contract charges for services rendered.
- Immunity, vaccines and vaccination
- Why we should try our best to vaccinate maximum animals within a community to stop the occurrence of the disease in future? (Concept of herd immunity)

Elaborate

- Common measures that can be adopted to prevent disease in livestock and poultry.
- Type of vaccines and effect of storage temperature.
- Factors affecting vaccines e.g. temperature, disinfectant left in syringe, exposure of ultraviolet light etc.
- Important points to remember during vaccination. E.g. no vaccine should be used after expiry date etc.
- Community vaccination program
- Common parasite control program (including use of FAMACHA scoring tool)
- Record keeping of preventive programs.

Ask

- Opinion of participants as to what can be done to promote herd health approach in field practice.

Say

- As an animal health worker, you should educate farmers to invest on vaccination as same is the most potent tool to prevent specific disease. However, you should also inform farmers not to place all of their faith in vaccination and neglect other necessary measures for disease prevention.
- Following vaccination in any area, as an animal health worker you should always endeavor for timely reporting of vaccines failures to appropriate authorities, ensure continuity of vaccination program and support government for sample test to measure herd immunity and success of vaccination program.

Demonstrate

- Various vaccination techniques vis a vis standard procedure to be followed before, during and after vaccination.
- Species wise vaccination calendar / deworming schedule as approved by state government / local authority.

Role Play

- There is often a need for a communal or community based strategy to prevent diseases. If many neighbors have badly managed poultry flocks, it is difficult to keep a healthy flock as mixing with those flocks might infect them. Guide participants to enact a short street drama to educate farmers on need of working together e.g. vaccination of an entire village on the same day! to prevent disease.

Field Visit

- Organize visit to any project village of known NGO promoting goat farming. Ask participants to note what the organization is doing to improve the productivity of herds of goat within that village through general husbandry, nutrition management, parasite control, vaccination, and environmental management. Observation should also be made on how record keeping is helping the NGO to provide herd health service? Participant should record use of any tools (e.g. use of FAMACHA chart, software etc.) and collect prepared or published goat herd health calendar (if any).

Activity

1. A disease prevention calendar helps the farmers to identify and remember, when it is time to perform preventive measures such as vaccination and de-worming. Advise participants to work in small groups; discuss with any consultant veterinarian nearby to prepare a basic disease prevention calendar for a chosen area separately for cattle, goat and poultry.

2. Ask participants to collect label / manufacturer's instruction sheet of various vaccines as available in local market.

3. Ask participants to collect information about any traditional practice followed by farmers for preventive care of animals.

1. Organize a mock situation where a training assistant will act as livestock farmer. He / she will approach a trainee participant and describe any individual problem or disease related event of a village. (Prepare few scripts based on real life situation for the training assistant)

Observe / evaluate each participant for the following:

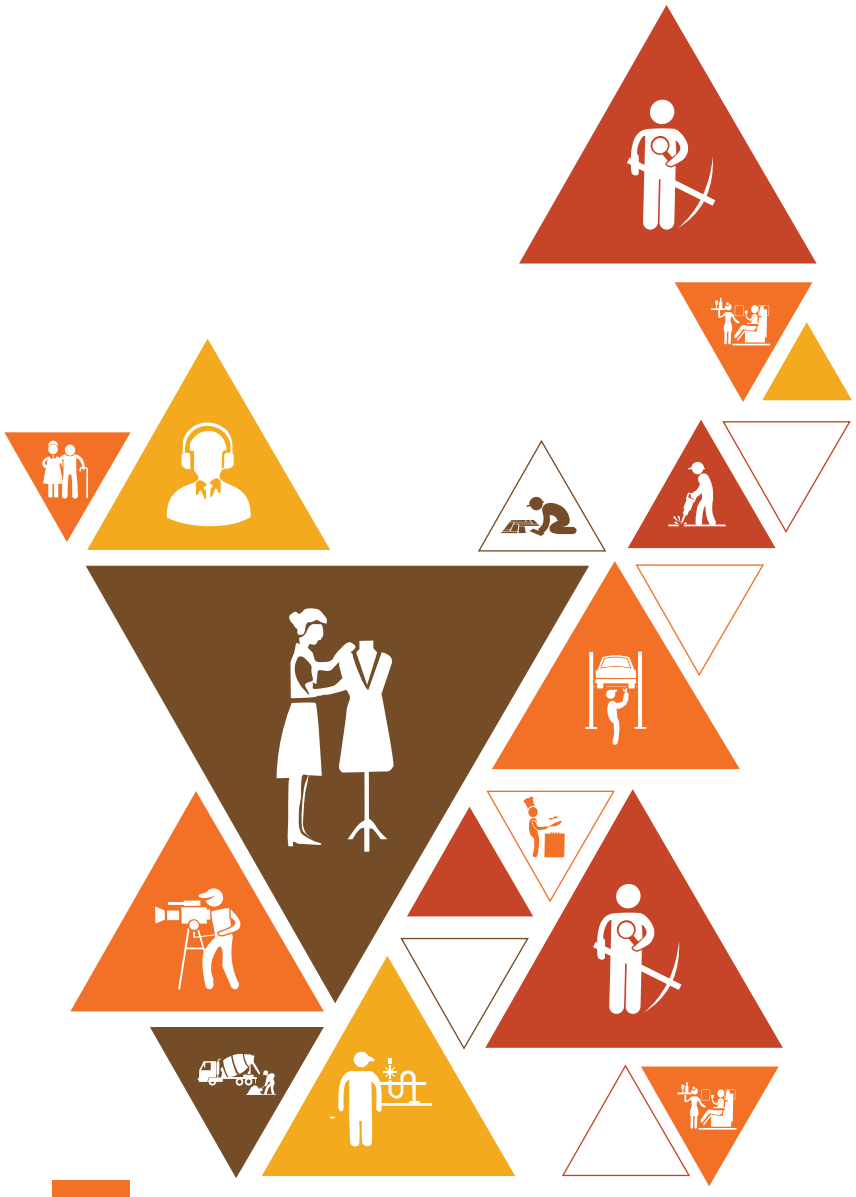
1. Behavior and listening skill.
2. Ability to comprehend the key problem and take appropriate action which is just for the farmer (based on given situation).
3. His / her awareness of things to do in case of suspected scheduled diseases.
4. His / her ability to communicate the risk to farmer and to give guidance related to bio-security (where needed -based on script)

2. Explore if the participants can attend any vaccination cum treatment camp organized by any public / private agency.

Observe / evaluate group of participant for following:

1. Approach pertaining to pre and post vaccination care.
2. Adherence to vaccine handling and administration procedure.
3. Ability to suggest common medication related to de-worming.
4. Ability to keep records of activity within the camp.

Notes



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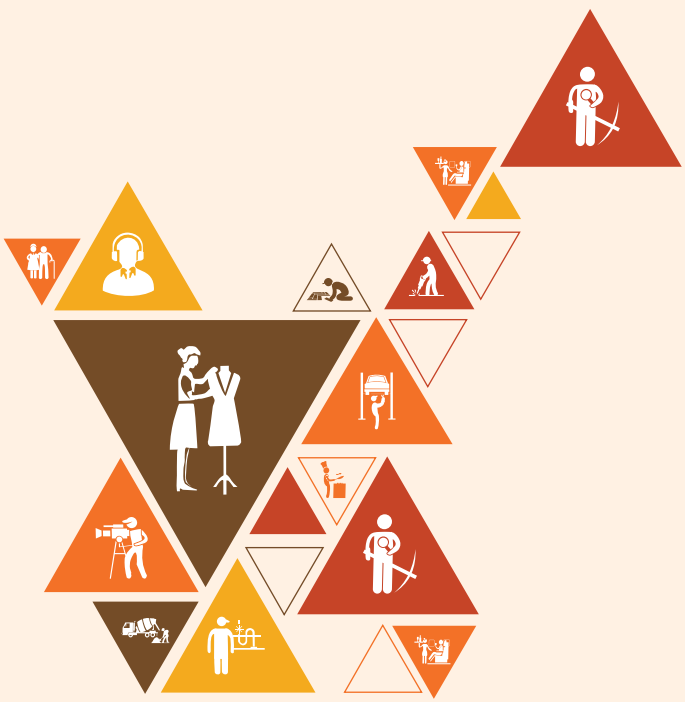
4. Veterinary First Aid

Unit 4.1 – Emergency conditions and pre-disposing factors
Unit 4.2 – Common first aid measures
Unit 4.3 – Handling superficial wounds and abscess
Unit 4.4 – Handling of fractures and horn injuries
Unit 4.5 – First aid during animal birth
Unit 4.6 – Handling of poisoning
Unit 4.7 – Administration of medicine
Unit 4.8 – Safety measure to be taken during first aid



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Key Learning Outcomes

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

1. Explain about emergency conditions and pre-disposing factors.
2. Explain about cleaning and washing of muzzle, mouth, hooves, feet etc. with prepared aseptic solution.
3. Explain about first aid of non-infectious conditions e.g. indigestion, tympani, diarrhoea etc.
4. Explain about accidental situations in animals e.g. poisoning, burn injury etc.
5. Explain handling of superficial wound and injury.
6. Explain about initial support in cases related to birth of animals e.g. prolapse of uterus.
7. Explain about minor surgical procedures e.g. hoof trimming, handling common fractures, dehorning etc.
8. Illustrate about doses of commonly use medication (non-prescription)
9. Explain about use of approved ethno-veterinary (Approved Traditional medicinal) products and practices.
10. Explain about various methods of drug administration

UNIT 4.1: Emergency Conditions and Pre-Disposing Factors

Unit Objectives

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

1. Determine the situations that need emergency care and the conditions that pre-dispose animals to such situations.
2. Analyse situations that need emergency care and conditions that pre-dispose animals to such situations.
3. Identify signs and administer basic first aid for these situations.

Resources to be Used

- Available objects such as a white board, duster etc.

Explain

- Nature of emergency conditions e.g. Emergency due to infectious and non-infectious diseases, emergency due to accidents, emergency due to birth related complications etc.
- What is a pre-disposing factor.

Say

- Practice with your supervising veterinarian is essential before you can independently handle some of the emergency situations.

Elaborate

- At least one emergency situation as included in participant handbook and guide them to read the remaining in the list.

Team Activity

- A team of 3-5 participant should select any one emergency situation from the participant handbook. The team then should discuss pre-disposing factors, clinical signs and treatment before making presentation to the class.

Notes

UNIT 4.2: Common First Aid Measures

Unit Objectives

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

1. Explain common first aid measures that can be employed in field condition.

Resources to be Used

- Available objects such as a white board, duster per etc.
- New born calves / kid

Explain

- Basic principle of Cardiopulmonary resuscitation (CPR).

Elaborate

- Common measures that can be employed in field situations.

Demonstrate

- Cardiopulmonary resuscitation in new born calves / kid (Where possible, demonstration should be conducted in a livestock farm)

Notes

UNIT 4.3: Handling Superficial Wound Abscess

Unit Objectives

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

1. List ways to handle wound / abscess in animals.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation e.g. showing different types of wound
- Live animals with wounds / Abscess

Explain

- Causes of wound.
- Difference between fresh and chronic wound.
- Fundamentals of wound treatment e.g. debridement, infection / inflammation control and moisture balance.
- Decision to be made while handling of fresh wound e.g. when to refer to veterinarian for suturing?
- Importance and goal of wound cleaning or irrigation using disinfectant solution.

Elaborate

- Precautions to be taken in handling abscess.
- Approved traditional methods in handling wound and abscess.

Demonstrate

- Handling of fresh wound
- Handling of chronic wound with maggots
- Handling of abscess

Field Visit

- Organize visit of participants to local veterinary hospital / clinic where they can be introduced to cases of wound / abscess etc.

Tips

1. Suggest participants to collect details of locally available commercial products under category such as anti-inflammatory cream, antibiotic ointment, Fly repellent etc.

Notes

UNIT 4.4: Handling of Fractures and Horn Injuries

Unit Objectives

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

1. Identify ways to manage fractures and horn injuries in farm animals.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation e.g. showing images of horn injury.
- Animals suffering from fractures and horn injury.

Explain

- Terms like bone, tissues, blood vessels and nerves(Basic level knowledge)
- Types of fractures

Elaborate

- Signs of fractures.
- Signs of horn core injury

Demonstrate

- Steps in handling common fractures including making of bamboo splints.
- Steps in handling simple horn injury.

Field Visit

- Organize visit of participants to local veterinary hospital / clinic where they can be introduced to cases of fractures and horn injury etc.

Notes

UNIT 4.5: First Aid During Animal Birth

Unit Objectives

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

1. Provide first aid required during animal birth.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing cases of dystocia, retention of placenta, prolapse of uterus.
- Lives cases

Explain

- Reproductive organs of female animals.
- Placenta
- Dystocia

Elaborate

- Precautions to be taken in handling birth related emergencies.
- When to essentially seek veterinarian's help.
- Steps in handling of cases of prolapsed of uterus and retention of placenta (prior to arrival of veterinarian)

Field Visit

- Organize visit of participants to local veterinary hospital / clinic where they can be introduced to cases of dystocia, retention of placenta, prolapse of uterus etc.

Notes

UNIT 4.6: Handling Poisoning

Unit Objectives

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

1. Identify signs of common poisoning and provide first aid to farm animals.

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation pictorially explaining various types of poisoning or showing poisonous plants.

Explain

- Types of poisoning and pre-disposing factors e.g. Pesticide poisoning, plant poisoning

Elaborate

- Chlorinated hydrocarbon and Oregano phosphate toxicity indicating signs and basic first aid.
- Poisoning with cyanogenic plants, Lantana camara, nitrate and nitrite poisoning indicating signs and basic first aid.

Field Visit

- Organize visit of participants to local veterinary hospital / clinic where they can be introduced to cases of dystocia, retention of placenta, prolapse of uterus etc.

Demonstrate

- Commercially available pesticides in local market and poisoning thereof.
- Locally available known poisonous plants.

Say

- Always refer the label of suspected pesticide container for signs and treatment of toxicity.
- It has been estimated that in India there are about 700 poisonous species of plants. As an animal health worker you should make yourself aware of poisonous plants available within the village or in your service area and educate farmers accordingly.

Tips

- Ask particpants to mention names of various commonly available poisonous plants along with local names.

Notes

UNIT 4.7: Administration of Medicine

Unit Objectives

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

1. Demonstrate methods of medicine administration to animals

Resources to be Used

- Available objects such as a white board, duster etc.
- Slides in power point presentation showing common conversions, injection site etc.

Explain

- Common conversions.
- Schaeffer formula to calculate body weight of animals.
- Types of injections (IM / SC / IV) and Injection sites there of.

Elaborate

- Various topical applications, application in eye.
- Fumigation.
- Steps in intramuscular and sub cutaneous injections.
- Steps in intra mammary infusion.

Demonstrate

- Calculation of body weight of animals.
- Common medications that can be used in emergency situations.
- Drenching.
- Intramuscular injections.
- Sub cutaneous injections.
- Intra mammary infusion.
- Intravenous administration.

Say

- You should always consult veterinarian for prescription as per age and body weight of animal (s).
- Ask supervising veterinarian or refer drug label instructions for direction (if any) regarding withholding the animal(s) from slaughter and preventing people from drinking their milk.
- You should attempt IV administration only under direct supervision of veterinarian.

Notes

UNIT 4.8: Safety Measures During First Aid

Unit Objectives

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

1. List safety measures that should be adopted during first aid.

Role Play

- Stage an emergency situation with an injured animal lying on a field. The lead actor who intends to provide first aid should demonstrate through acting the safety measures to be adopted. A narrator should explain the act of lead actor e.g. Placing a light towel or cloth over the animals' head to decrease its awareness of nearby activity and prevent aggressive action thereby.

Field Visit

- Organize visit of participants to any animal welfare centre treating injured animals and introduce them standard operating procedure of the center related to transportation, handling and care of injured animals

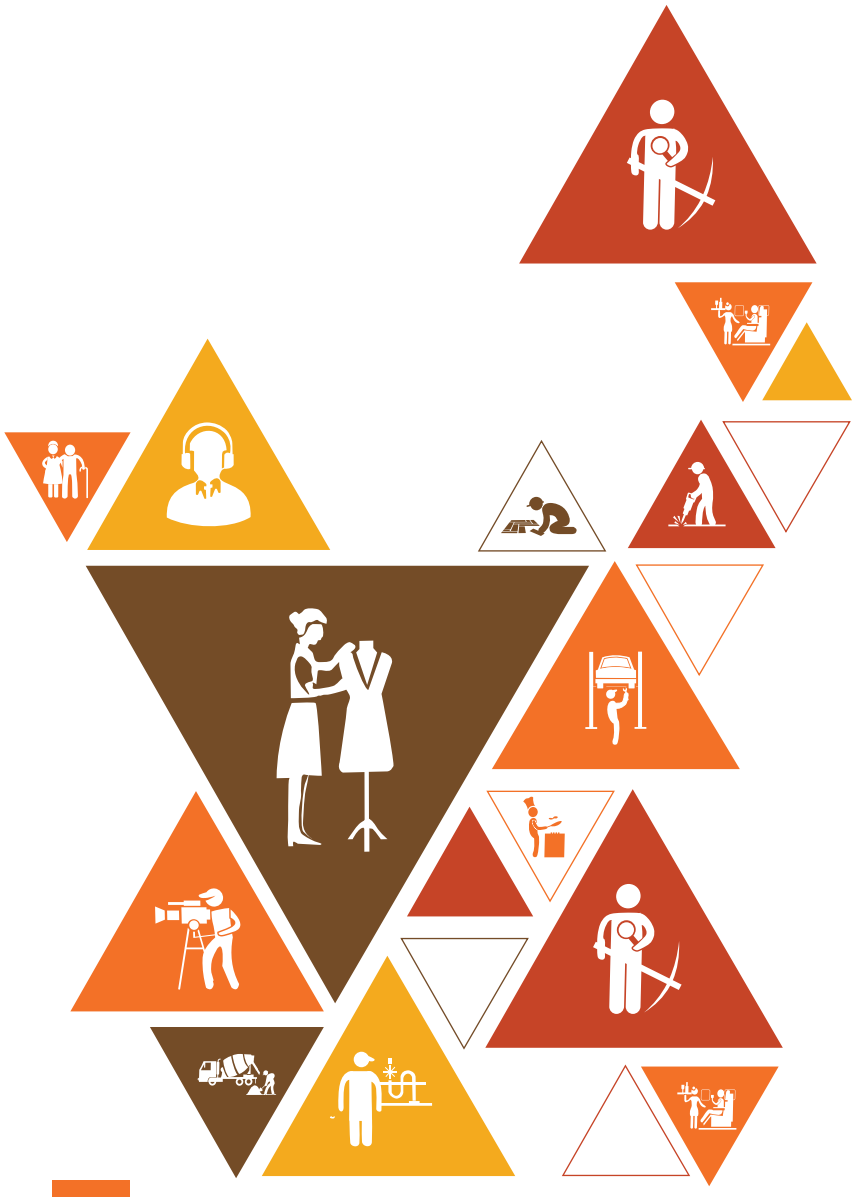
Most of the practical assessment should be conducted during the field visits. This includes participants' ability to

1. Provide first aid to cases pertaining to injury following accidents. (Including fractures and horn injury)
2. Take care of open wounds.
3. Perform common task like cleaning and washing of muzzle, mouth, hooves, feet etc. with aseptic solution.
4. Provide first aid in attending birth related problems.

Additional practical assessment should be conducted to evaluate participants' ability to

1. Estimate body weight of animals.
2. Administer medicine as per demonstration.
3. Identify and describe use of common medications in emergency situations.

Notes



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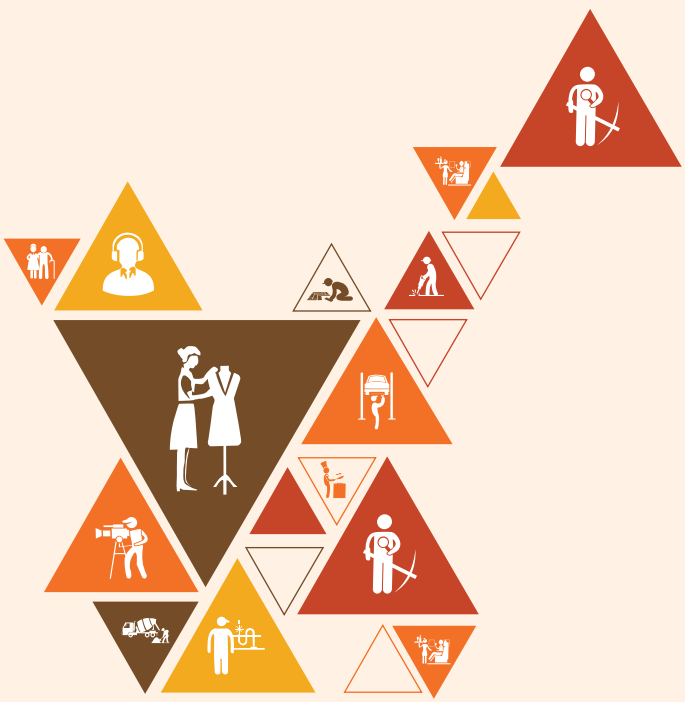
5. Assisting Government in Animal Disease Control

Unit 5.1 – Some important concepts
Unit 5.2 – Introduction to disease surveillance and monitoring
Unit 5.3 – Livestock markets
Unit 5.4 – Cleaning and disinfection of premise
Unit 5.5 – Culling and disposal of animals
Unit 5.6 – Animal disease reporting
Unit 5.7 – Leadership for local resource mobilization



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Key Learning Outcomes

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

1. Explain importance of national / state level disease control programs.
2. Explain contribute to national / state level disease control programs.
3. Explain about the basic concept of 'Bio-security' and "one health" and their importance.
4. Explain about implementing bio security norms in farm premises
5. Explain about disease survillience and monitoring
6. Explain the importance of clean premises
7. Demonstrate the process of culling and disposal of animals
8. Demonstrate the process of animal disease reporting to veterinarian
9. Explain how to mobilize local resources

UNIT 5.1: Some Important Concepts

Unit Objectives

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

1. Explain safety measures that should be adopted during first aid.
2. Explain about the basic concept of 'Bio-security' and "one health" and their importance.
3. Explain about implementing bio security norms in farm premises

Resources to be Used

- Available objects such as a white board, duster etc.

Explain

- Disease risk and risk factors.
- How health of human is connected to the health of animals and environment (Concept of one health)
- Bio-security – its components and principles.
- How researchers collect information from sample and then make interference about population. Why one should cooperate and follow given guideline (methodology) for data collection?
- Terms like 'Outbreak of disease', Morbidity and Mortality, Case Fatality Rate.
- Value chain in the context of livestock.

Say

- Veterinarians through scientific means conduct risk assessment of any disease and suggest factors that can increase or decrease the risk.
- Government makes preparedness / risk management plan to control disease outbreak. These plans contain policies and rules and it is mandatory for all to follow such plan.
- During designing and implementation of a risk management plan, government agencies continuously collect information and opinion from affected people. Animal Health Workers assist veterinarians in not only collecting such information but also in educating farmers and general public about the risk factors in particular and government management plan in general.
- Live animal and livestock product movement is one of the most important causes of spread of disease. As an animal health worker, you need to help government agencies in recording animal movement routes and risky practices within value chain that can result into disease outbreak in animals or cause harm to human.
- As an animal health worker you should be vigilant of any activity within value chain that can harm animals in particular and humans in general. For example, open road side retailing of meat in villages can be threat to food safety.

Elaborate

- Risk factors for spread of Avian influenza disease in poultry e.g. Un-controlled movement of people / vehicles to farm premises, Improper disposal of used litter material, mixing of local and commercial bird at the sale / stock point etc.
- Possible collaboration between veterinary, human health and environment agencies in controlling zoonotic disease. (You can take example of cysticercosis)
- Dos and Don'ts for animal health worker while visiting client farms / farm households.

Team Activity

Divide the class into three teams and assist each team to discuss amongst themselves any one of the following question. No two teams should select the same question.

1. Why some small broiler chicken farmers do not take risk of bird flu seriously?
2. How human action and climate change is causing increase in incidence of diseases. How can we address this challenge?
3. Why should veterinary, human health and environment related agencies work together?

At the end of individual team discussion, each group leader should be asked to explain key learning to the class.

Activity

1. Ask group of participants to collect government guidelines / publications etc. on bio-security steps to be taken in individual farms, livestock markets etc.
2. Guide groups to prepare a chart showing bio-security measure to be followed in a small scale backyard.
3. Guide groups to prepare a list of different type of people they have encountered in dairy, goat, pig and poultry business separately. (Hints: farmers, dealers selling feed, transporters etc.

Facilitation Notes

- While explaining various concepts -please keep in mind that it should result into outcome whereby participants appreciate the importance of activities that are undertaken within state and national disease control programs. A basic understanding of concepts is likely to bring in more involvement on the part of animal health workers.
- The objective of discussing the concept of value chain is to help participants appreciate the fact that there are different types of people, support services and activities in livestock business and all these activities add value and therefore essential for growth. Animal Health Workers should facilitate interaction between client farmers and other value chain players for success in farming.
- The learning under this section will greatly depend on trainer's ingenuity and conviction that concepts can be taught to relatively less educated trainees. You can focus on giving more examples like the example of kids crossing road included in participant manual to explain risk and risk factors.
- Help participants to understand PPR outbreak related example as included in participant manual (Morbidity / Mortality / CFR etc.). This will help in building capacity of animal health workers to judge severity of any outbreak which in term will ensure his / her greater involvement in mobilizing resources.

Notes

UNIT 5.2: Introduction to Disease Surveillance and Monitoring

Unit Objectives

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

1. Explain disease surveillance and monitoring

Resources to be Used

- Available objects such as a white board, duster etc.
- Power point slide e.g. showing components of surveillance system.

Explain

- The meaning, objective, functions and components of disease surveillance.
- The difference between surveillance and monitoring.

Elaborate

- Normal actions of veterinary authorities following confirmation of an outbreak of disease.
- The importance of surveillance and monitoring activities to prevent large scale outbreak (Highlight stories of large scale avian influenza outbreak in recent years and how culling of birds resulted into huge economic loss and public protest.)
- Role of animal health worker in disease surveillance, monitoring and during outbreak.

Ask

- Ask participants to share their experience (if any) related to animal disease outbreak and government actions following the same. (Encourage participants sharing such experience to also indicate what could have been done better)

Field Visit

- Organize visit of participants to district or regional (where feasible) disease diagnostic laboratory for a demonstration of ongoing activities related to disease surveillance and monitoring.

Notes

UNIT 5.3: Livestock Markets

Unit Objectives

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

1. Discuss importance of livestock markets in the context of disease control.
2. Discuss the activities in livestock markets and bio-security guideline.

Elaborate

- The need of keeping information about livestock markets vis a vis awareness of farmers in nearby area for regular preventive measures.
- How animal health workers can help or work for livestock market committees as assistant to visiting veterinarian.
- Standard government bio-security guideline for livestock markets.

Field Visit

- Organize visit of participants to local livestock market (if any). Request market committee representative to explain market activities and facilities. Participants should be asked to prepare short note of their observation regarding implementation of bio-security guideline.

Notes

UNIT 5.4: Cleaning and Disinfection of Premises

Unit Objectives

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

1. Explain the various aspects of cleaning and disinfection of animal premises.

Resources to be Used

- Available objects such as a white board, duster etc.
- Vacant farm house for demonstration.

Explain

- Cleaning and disinfection as two separate tasks.
- Bacterial spores: (Environmentally resilient life form of bacteria that causes diseases like tetanus, blackleg, botulism and anthrax.)
- Hard water vs soft water and importance of water quality in cleaning and disinfection process.

Elaborate

- Detail procedure of dry and wet cleaning
- Pointers to be considered while disinfecting premises e.g. Use of fresh solution, appropriate selection of disinfectant etc.
- Importance of appropriate concentration and contact time while using disinfectant for farm premises.
- Precautions to be taken as far as use of disinfectant are concerned.

Say

- Improper cleaning can do more harm than good. One must take care that facility under cleaning must be dried properly. The excess moisture can result in the multiplication of bacteria to even higher levels than before cleaning.
- Failure to make a fresh solution of disinfectant after it has been prepared longer than few days or after it has become visibly contaminated by organic material like manure, may result in using a product that will no longer be effective. Similarly use of hard water can also neutralize some disinfectants.
- Always follow labels of products to be used for disinfection or consult with supervising veterinarian. Never mix different classes of disinfectant and rotate brand of disinfectant use.
- Approximately 5 lit (one gallon) of diluted disinfectant can be applied 100-150 sq. ft area.

Demonstrate

- Disinfection of a poultry house.

Tips

Participants should collect details of some common disinfectant products from local market that can be used in farm premises. They should try to evaluate each product based on information given in the label or the product brochure.

Notes

UNIT 5.5: Culling and Disposal of Animals

Unit Objectives

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

1. Describe process of culling and disposal of dead animals / birds.

Explain

- Culling in the context of disease control.

Elaborate

- The process of disposal of carcass both by burial and burning.

Say

- In cases where there is need for identifying the cause of death, your supervising veterinarian will conduct post mortem examination of the carcass.
- In case of large scale death or where culling is done as per government directive, disposal must be done under supervision of registered veterinarians.

Notes

UNIT 5.6: Animal Disease Reporting

Unit Objectives

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

1. Apply suggested procedure for reporting of animal diseases.

Explain

- Why should one promptly report incidence of scheduled or notifiable disease?

Elaborate

- Name of scheduled or notifiable diseases as prevalent locally.
- Model data sheet for disease reporting (as approved by local government)

Demonstrate

- Preparation of brief report and filling of data sheets. (including communication by email-SMS-WhatsApp / enter data to database).

Notes

UNIT 5.7: Leadership For Local Resource Mobilization

Unit Objectives

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

1. Recognise the importance of public participation in disease control programs.
2. Identify ways to ensure local resource mobilization.

Resources to be Used

- Available objects such as a white board, duster etc.
- Power point slide to facilitate team work.

Explain

- How to motivate local people for active participation in animal disease control programs.

Team Activity

Divide the class into four teams and assist each team to discuss amongst themselves and find answers for any one of the following questions. (Display the question in power point slide). No two teams should select the same question.

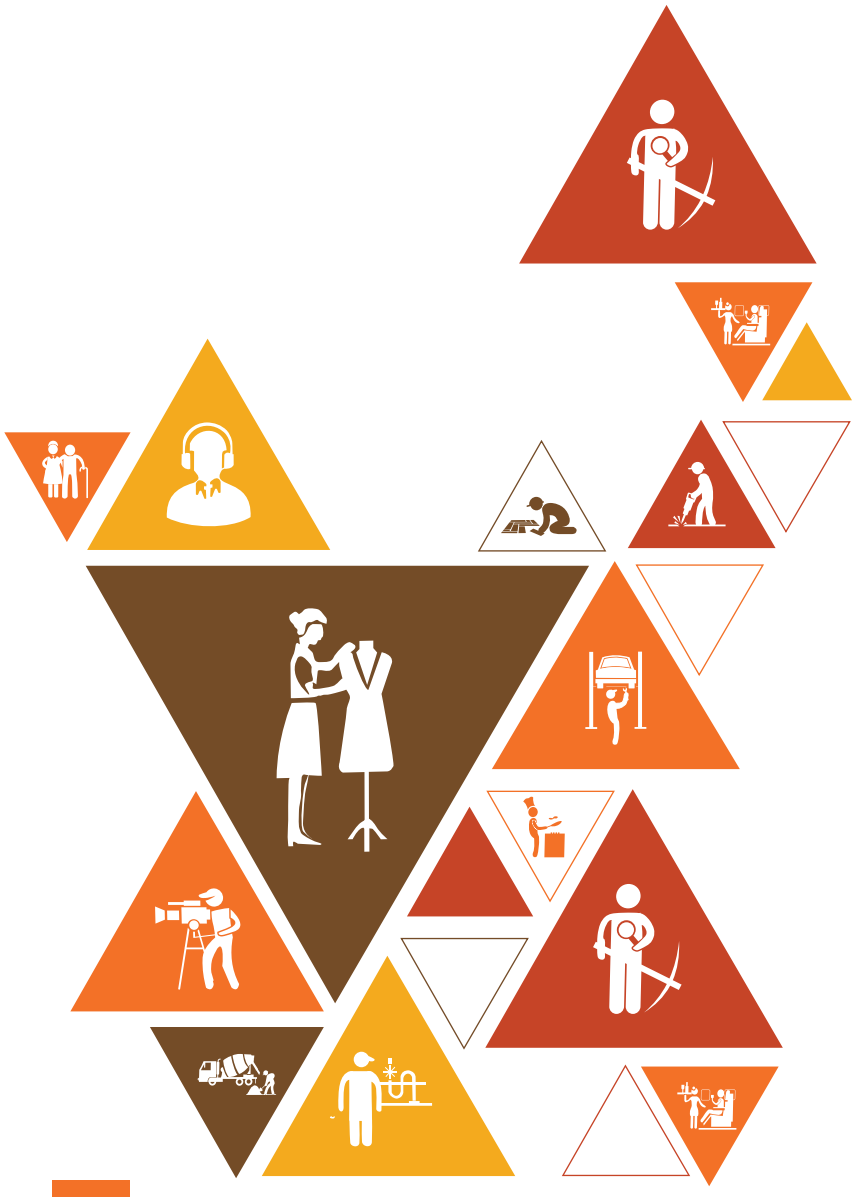
1. You are being entrusted with the responsibility of organizing regular mass vaccination program for animals in your community. Consider a situation, when government fund / support is not forthcoming. What private resource you will need and how will you mobilize the same?
2. A government veterinary team is coming to your village for conducting a disease outbreak related investigation. How will you facilitate the visit and the investigation work?
3. In most cases, a new disease incident is initially encountered by a farmer, a herder or a pastor alist or a person responsible for on farm routine animal health activities only. How can you ensure that information regarding incidence of a scheduled / notifiable disease in your village reaches to you early?

At the end of individual team discussion, each group leader should be asked to explain key learning to the class.

Facilitation Notes

- You can invite any official from the district veterinary office / state head quarter of veterinary and animal husbandry department (Animal Resources Development Department in some states)to deliver a short lecture to the participant on “Expectation of the department from the animal health workers”.
- The invited officer can be requested to act as judge for above team activity and award the best performing team.

Notes



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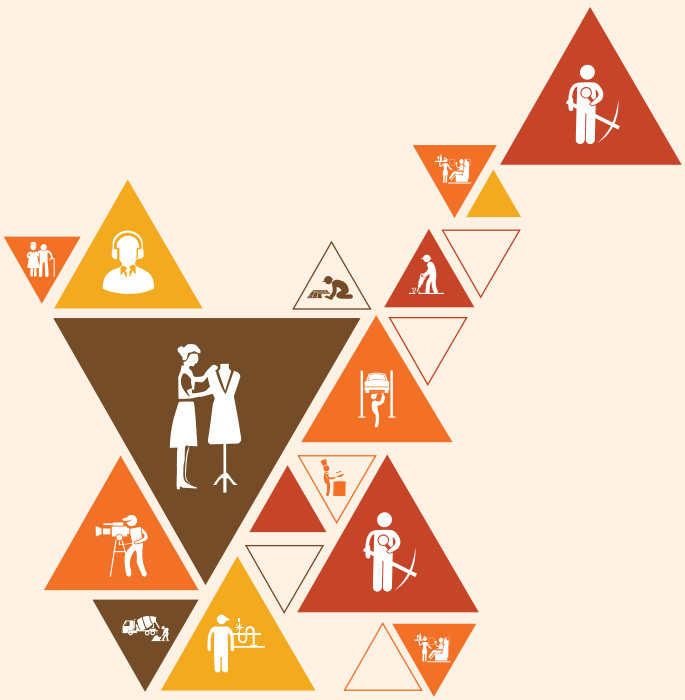
6. Assisting in Veterinary Extension Services

Unit 6.1 – Understanding extension services
Unit 6.2 – Understanding production cycle of farm animals
Unit 6.3 – Basics principles of animal housing
Unit 6.4 – Livestock feeding
Unit 6.5 – Body condition scoring.
Unit 6.6 – Selecting animals
Unit 6.7 – Hygienic milking and livestock product handling
Unit 6.8 – Using communication devices



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Key Learning Outcomes

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

1. Explain about the extension services and importance of technology adoption.
2. Explain about organization of community meetings and record keeping .
3. Demonstrate use of common communication devices.
4. Explain about the basics of animal nutrition, common feed ingredients and local sources
5. Explain about selection of quality farm inputs.
6. Describe about fodder cultivation.
7. Explain about basics of animal housing and farm management (Livestock and Poultry)
8. Explain about basics of handling of animal products. e.g. clean milk production
9. Describe about basic body scoring for selection and purchase of animals

UNIT 6.1: Understanding Extension Services

Unit Objectives

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

1. Explain about the extension services and importance of technology adoption.
2. Explain about organization of community meetings and record keeping .

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation.
- Reference of previous learning related livelihood, village institutions etc. from introduction unit – whenever needed.

Explain

- What is extension?
- KASA (Knowledge, Attitude, Skills and Action) taking example such as an extension initiative to promote fodder production (refer participant manual)
- Stage of adoption process vis a vis extension method.
- What is Participatory Rural Appraisal (PRA)?
- Concept of shared or collective leadership.

Say

- An animal health worker is required to assist in implementation of designed extension program and provide feedback for improvement of design and delivery of such programs.
- It is important for you to understand the key message of any extension initiative in your community more particularly the KASA changes expected from farmers.
- Sometimes people may have the Knowledge, Attitude and Skills -bust lack resources to undertake the practice change or actions. You can help people to mobilize required resources.

Elaborate

- What extension involves.
- What is leadership and which factors influence leader's efforts?
- How can one identify good leaders within community so as to engage with them for development?
- Importance of group activity and role of animal health worker.
- Government extension delivery system e.g. ATMA, NRLM etc.

Team Activity

- Divide the class into three teams and assist each team to discuss amongst themselves and note down as to how one should promote the practice of ensuring 24-hour clean water availability for dairy animal. Ask them to refer to KASA concept and class example of promoting fodder production.

Field Visit

- Coordinate with any local NGO or government agency so that participants can join any ongoing PRA exercise as observers.
- Organize visit of groups of participants to different farms own and managed by select self-help groups (SHG) or small cooperative in nearby villages. Participants groups should be introduced to the process of group formation, group activities, meetings (decision taking), bank linkages, record keeping, conflicts, problems etc. in particular and benefits of working in groups in general. Each participant groups should record learning and present the same to class on return. While presenting, groups should be encouraged to include suggestions for the SHGs they have visited / interacted with.
- Organize a visit to any nearby office of Block Development Officer (BDO) and request participants to collect detail information about veterinary related activities under ATMA and NRLM being implemented within the block.

Tips

- Participants should discuss various extension methods as indicated in the participant manual and make a comparison between result and method demonstration. (e.g. The purpose of result demonstration is to show locally the worth or value of a recommended practice. Where for method demonstration, the purpose is to teach how to do the job involving skill)
- Encourage participants to discuss in group various extension related initiatives in their district / village community.

Facilitation Notes

While explaining various concepts -please keep in mind that it should result into outcome whereby participants will appreciate various extension activities that may be initiated within their community / village in future. A basic understanding of concepts is likely to bring in more involvement on the part of animal health workers in implementation of extension activities and in providing feedback for their improvement.

The understanding of the concepts should help in developing needed competencies within the animal health worker for extension related functions such as:

1. Assist veterinarian in conducting community need assessment and prioritization of same.
2. Assist veterinarian in conducting PRAs.
3. Conduct surveys and personal interviews as per approved methodology.
4. Help veterinarian in identifying stakeholders and engage them in extension programs.
5. Conduct farm and home visit.
6. Conduct method and result demonstration (as per specific training)
7. Facilitate group activities and linkages thereof.
8. Assist veterinarian in organizing extension campaigns / camps, field schools etc.
9. Communicate with community leaders.
10. Lead group activities and local / community resource mobilization.

- Where feasible, participants may be introduced to Farmer Field School (FFS) programs implemented by any local NGO or government agency. Subject to availability of resources, training providers may themselves conduct FFS. One can refer to guidelines for facilitation and technical manual published by International Livestock Research Institute (ILRI) available in the internet.

Notes

UNIT 6.2: Understanding Production Cycle of Farm Animals

Unit Objectives

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

1. Explain about the basic production cycle of different farm animals.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point slide e.g. appropriate diagram of production life cycle in various species of farm animals

Explain

- Production life cycle of dairy cow.

Activity

- Participants should work in group and discuss production life cycle of other farm animals.

Notes

UNIT 6.3: Basics Principle of Animal Housing

Unit Objectives

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

1. Explain key principles of livestock housing so that they can interpret various best practices suitable for their area.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point slide e.g. Picture of various types of housing.

Explain

- Five freedoms vis a vis housing environment.
- Type of housing e.g. closed (Conventional barns) and loose housin.

Elaborate

- The agreeable physical environment within animal house.
- Locally prevalent housing related practices indicating good and bad practices and possible use of local materials.
- Ways to ensure good ventilation and appropriate sunlight inside farm premises.

Activity

- Ask participant to work in group and discuss information given in participant handbook on loose housing system for dairy animals and housing of backyard poultry.
- Encourage participants to prepare charts indicating recommended floor, feeding and watering spaces for various livestock species.

Notes

UNIT 6.4: Livestock Feeding

Unit Objectives

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

1. Explain about the basics of animal nutrition, common feed ingredients and local sources
2. Describe about fodder cultivation.

Resources to be Used

- Available objects such as a white board, duster ,etc.
- Power point presentation e.g. picture of fodder variety, nutrient requirement and feeding plan etc.
- Samples of common feed ingredient and fodder variety.
- Commercially available branded compound feed, tmr, silage etc. For demonstration.

Explain

- Classes of nutrients and balanced rations.
- Physiological phases of production e.g. Maintenance, Growth, pregnancy, Production of milk, egg, wool or work.

Elaborate

- Types of feed e.g. Bulk forages for energy, Supplementary forages for energy and protein, concentrate for energy and protein, Mineral supplements, vitamin supplements and water.
- Common feed ingredients / fodder variety.
- Industrially manufactured compound commercial cattle and poultry feed.
- Nutrient requirement and feeding plan for various species in brief highlighting good and bad practices and indicating possible use of locally available unconventional feed ingredient.
- Fodder preservation and enrichment.

Say

- Every animal should be fed so that the nutrient requirements of each physiological phase of production with which it is involved are met.

Activity

- Divide the class into four teams and assist each team to discuss amongst themselves minimum five given common terms used in animal feeding (Refer participant hadnbook). At the end of the discussion, ask team leaders to explain the given terms to the class.
- Ask prepare individual charts highlighting the nutrient requirement and feeding plan for various species.
- Ask prepare a note on common popular Vis-à-vis suggested best practices on feeding of livestock as observed in their area.
- Ask classify various feed ingredient based on sowing time or season, e.g. Khalif, Rabi and Zaid. They should note down the best time to purchase a particular ingredient.
- Facilitate group of participants to discuss care and management of dairy animal in various stages such as pregnancy, lactation and dry period.

Demonstrate

- Collect commercial compound feed pack of two different brands and show participants how to compare same based on information on nutrient content given in product labels / company literature.
- Invite various companies manufacturing and marketing compound feed, silage / Total Mixed Ration (TMR) / Enriched crop residue block etc. to make demonstration of their products before the participants.
- Organoleptic (Physical) testing of feed.

Notes

UNIT 6.5: Body Condition Scoring

Unit Objectives

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

1. Explain the concept of body condition scoring and develop skill with experience.
2. Describe techniques and rules for selecting good breeding animals.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation e.g. Pictures indicating what to look for in BCS

Explain

- Body condition score (BCS)

Elaborate

- What to look for in BCS?

Demonstrate

- BCS in live animal.

Say

- Before one can attempt BCS, knowledge of breed characteristics is essential and you need to read and practice to master on the skill.

Notes

UNIT 6.6: Selecting Animals

Unit Objectives

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

1. Select good dairy animal.
2. Select animals for meat and breeding.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation e.g. Picture of high yielding animal.
- Breed charts published by National Bureau of Animal Genetic Resources (NBAGR).

Explain

- Concept of breed and breed types. (Milk, dual purpose, draught, meat purpose)

Elaborate

- Criteria for selection of dairy animal along with breed characteristics of high yielding animals.
- Characteristics of good meat animals.
- Criteria for good breeding animals.

Notes

UNIT 6.7: Hygienic Milking and Livestock Product Handling

Unit Objectives

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

1. Explain about hygienic milk production and its handling.

Resources to be Used

- Available objects such as a white board, duster etc.
- Power point slide e.g. showing steps (in pictorial form) regarding clean milk production.

Explain

- Factors influencing milk quality

Elaborate

- Hygienic practices during milking or steps in clean milk production.

Ask

- Why livestock products from animals under antibiotic treatment should not be sold or consumed?

Activity

- Assist participants to discuss in groups best ways to handle livestock products e.g. Storage of eggs in village setting, conversion to value added products etc.

Notes

UNIT 6.8: Using Communication Devices

Unit Objectives

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

1. Make use of communication devices like cell phones.

Resources to be Used

- Cell phones
- Projectors / computers

Explain

- What is mobile application?

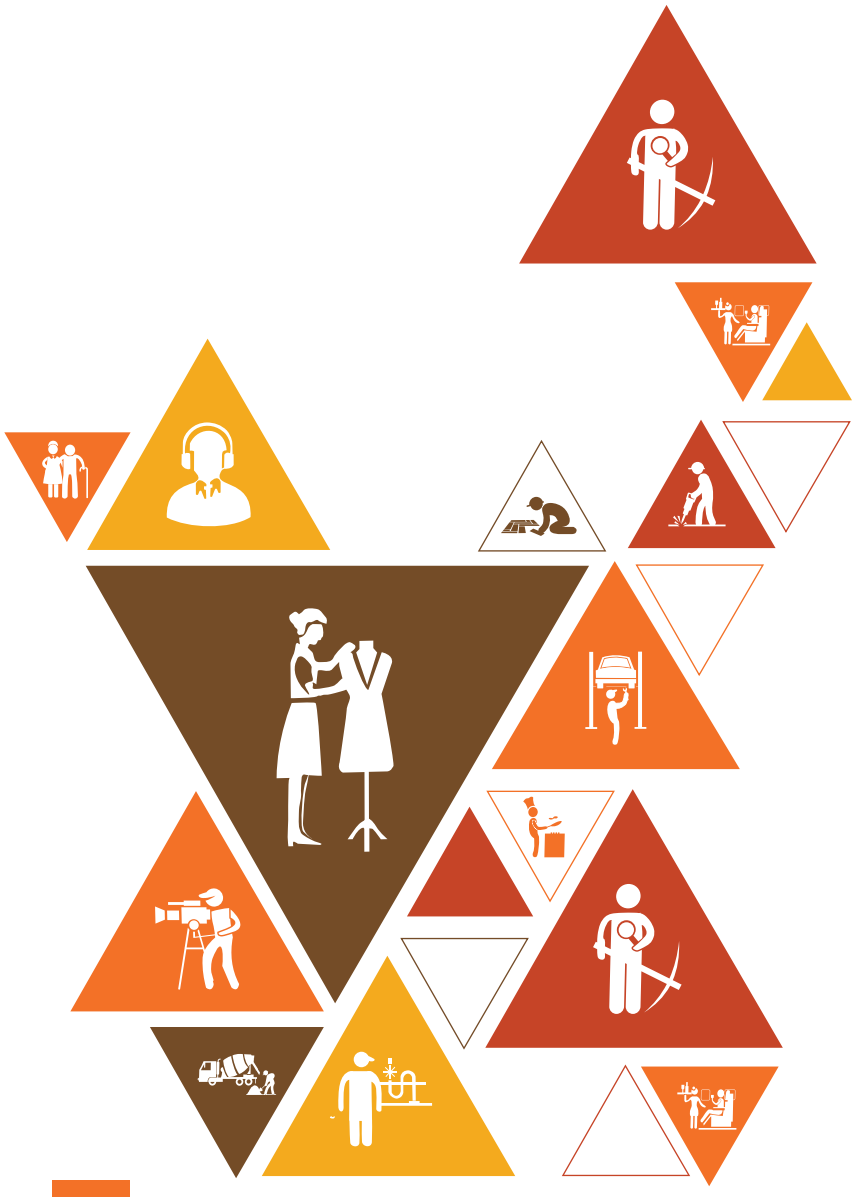
Elaborate

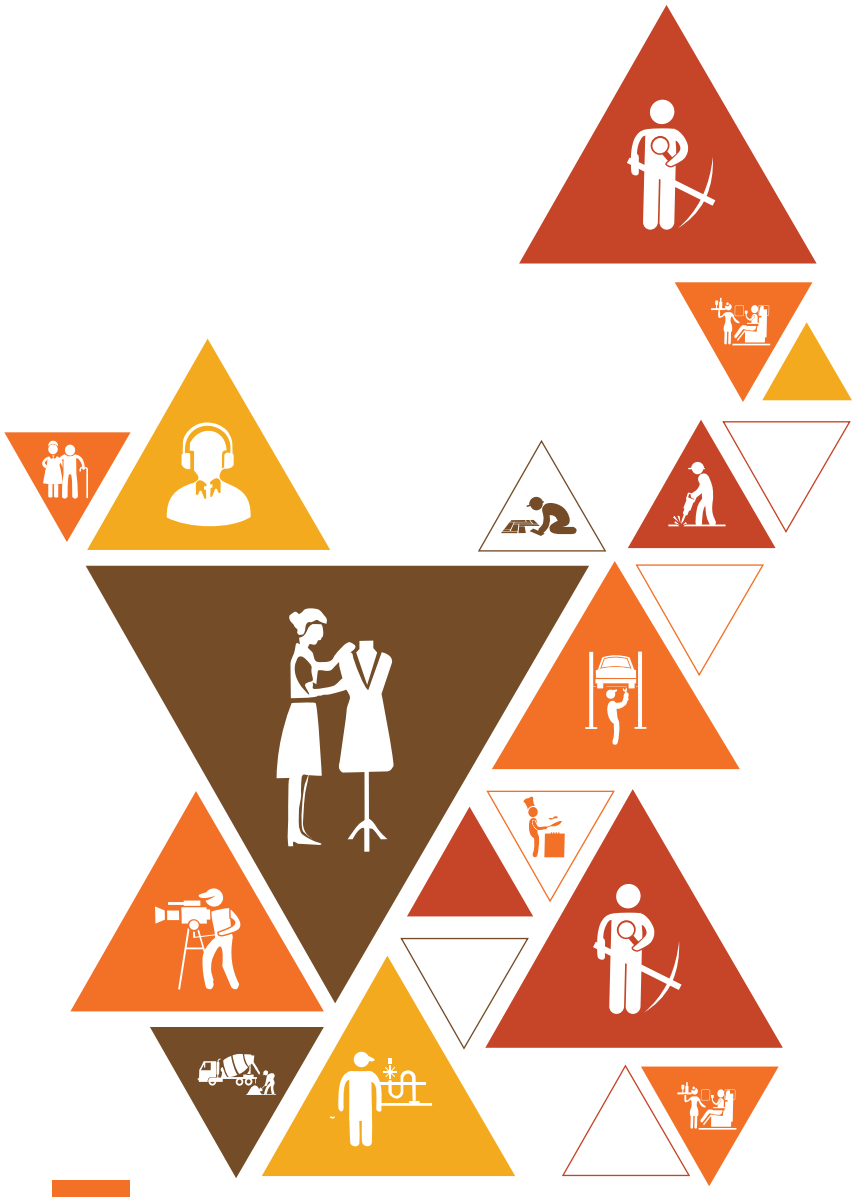
- Various resourceful web sites in India for easy reference of animal health workers and farmers

Demonstrate

- Various available mobile application such as mPower social, Pashu Poshan, mKisan India, IFFCO Kishan, RainbowAgri etc.
- Use of WhatsApp for consultation with veterinarian.
- Use of application such as bar code or QR code reader (As required for mobile based data entry from farm animals identified with QR code and bar code enabled ear tag)

Notes





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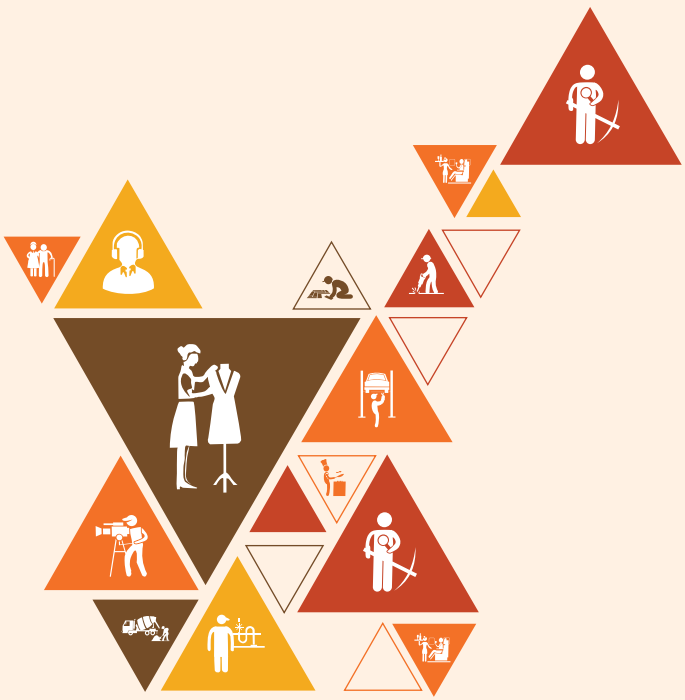
7. Development Program Implementation and Marketing in Livestock Sector

Unit 7.1 – Sustainable development goals
Unit 7.2 – Basics of project management
Unit 7.3 – Business management
Unit 7.4 – Expectation from development worker



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Key Learning Outcomes

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

1. Explain about the implementation of government or private development programs related to livestock and poultry.
2. Demonstrate how to mobilize and handhold activities of farmer groups.
3. Explain about basics of marketing of farm inputs e.g. livestock / poultry feed.
4. Illustrate about basic economics of livestock based business activities.
5. Discuss about livestock product markets and marketing.
6. Implement development program.

UNIT 7.1: Sustainable Development Goals

Unit Objectives

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

1. Describe sustainable development goals.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation, e.g. Slide showing name and corresponding picture of 17 SDGs.
- Reference of previous learning related livelihood, village institutions, etc. from introduction unit – whenever needed.

Explain

- Sustainable development.

Elaborate

- 17 Sustainable development goals.

Say

- Animal Health and livestock sector improvement is directly and indirectly linked to many of this goal.

Activity

- Discuss in groups as to which development goal is directly related to animal health and livestock development programs.

Notes

UNIT 7.2: Basics of Project Management

Unit Objectives

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

1. Make participant understand the basic concept of project management.
2. Explain how to mobilize and handhold activities of farmer groups.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point slide, e.g. showing policy to project chain, input to impact chain.
- Reference of previous learning related livelihood, village institutions, etc. from introduction unit – whenever needed.

Explain

- Policy to project chain.
- Input to impact chain and relationship between inputs, outputs and outcomes.

Elaborate

- Ways to measure the excellence of a project.

Say

- Organizations implement projects to bring in development. A set of projects are called programme.
- Government or organizational policy leads to development of plan and programs. Public opinion and feedback can change policy and thus ensure better projects with appropriate outcome and impact.
- A project does not end with output. People who designed projects necessarily aim at better outcome and impact.
- For excellence, development project considers likely impact on environment, society and culture of people and take measure to mitigate possible negative impact.

Ask

- Ask volunteering participants to recall few livestock related activities being undertaken in their respective districts under any known private or government project / program. Are the activities undertaken suitable for the targeted district? If not, what could have been done differently to achieve the published goal / outcome of the project / program being implemented.

Facilitation Notes

- The learning under this unit will greatly depend on trainer's ingenuity and conviction that concepts related to project management as mentioned above can be taught to relatively less educated trainees.
- A basic understanding of the above concepts will ensure that animal health worker will take keen interest on livestock linked development programs within their community or village and work for desired outcome and sustain ability rather focusing only on output.
- In situations when participants are being trained under the sponsorship of any exclusive project, all attempts should be made to explain the above concepts taking example the concerned project of the sponsoring organization.
- The understanding of basic project management concepts as mentioned above is crucial to achieve performance criteria in NOS i.e. to promote awareness of programs and projects.
- You can invite any local government official to interact with participants regarding ongoing rural development program with livestock components. Following the day of the interaction program, encourage participants to share their views on merits and demerits of such programs.

Activity

- Participants should be encouraged to collect information regarding common development programs of the government with livestock related components. Assist them to analyze government programs in terms of expected output and likely outcome.

Notes

UNIT 7.3: Business Management

Unit Objectives

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

1. Take business related decisions and also to guide farmers after understanding the following points:
   - Basics of marketing of farm inputs e.g. livestock / poultry feed
   - Basic economics of livestock based business activities.
   - Basics of livestock product markets and marketing.

Resources to be Used

- Available objects such as a white board, duster,etc.
- Power point slide (To assist in elaboration)

Explain

- Business planning.
- Setting price of products.
- Ways to promote demand of products.
- Marketing task.

Activity

- Arrange participants in group to present a brief business plan of starting a basic animal health care service in a chosen area.
- Encourage the participant to prepare in a group a chart and demonstrate to the class some ideas of business related to livestock and animal health sector.
- Engage the group of participants to read information on basic tenets of marketing given in participant handbook and discuss key learning.

Facilitation Notes

- Advise participants to search various sources and read about 7 P's of marketing.
- You can arrange a brief talk on 'selling' to be delivered by any senior sales executive of a known animal feed company.

Notes

UNIT 7.4: Expectation From Development Worker

Unit Objectives

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

1. Implement development programs

Resources to be Used

- Available objects such as a white board, duster, etc.
- Projector (For video show)
- Reference of previous learning related livelihood, village institutions etc. from introduction unit – whenever needed.

Explain

- Self Help Groups.
- Benefit that can be derived from small holder livestock farms.
- Aggregation and collective marketing of livestock products.

Elaborate

- Expectation from a development worker at village level.

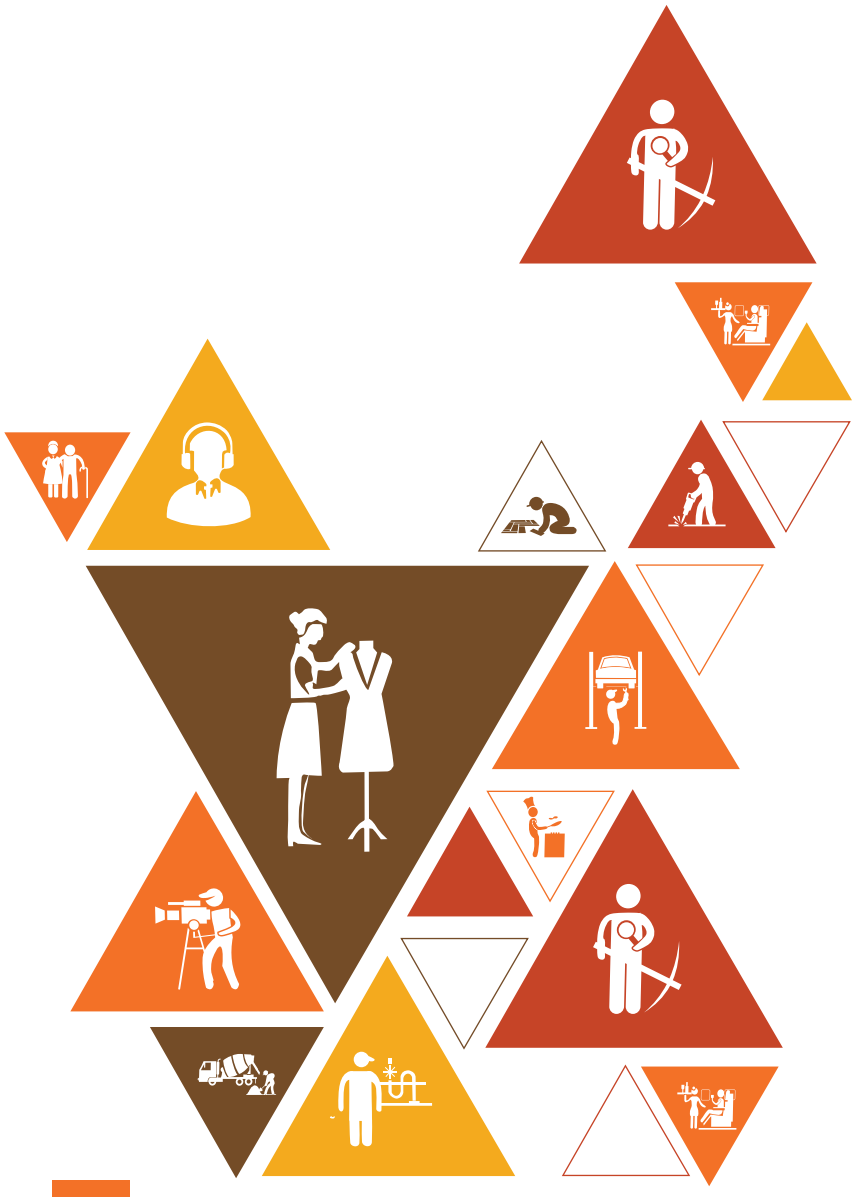
Field Visit

- Organize visit of participants to any local enterprise selling various livestock / poultry farm inputs. Participants should prepare list of available products and collect product related information.

Facilitation Notes

- A set of select videos (as downloaded from You Tube / DD Kisan and other such channels) highlighting livestock related success stories, best practices, inspirational work of village level development workers can be shown to participants.
- You may refer to National Smallholder Poultry Development Trust (NSPDT)'s smallholder community poultry model (Refer http://www.nspdt.org) while explaining aggregating and collective marketing of livestock products.
- Ask each participant to pictorially (using white board / flip chart) explain potential earning from any livestock / poultry farm based small unit.
- Organize a mock selling of compound feed brand of any company by the participants.
- Give full responsibility to entire class of participants to organize a short afternoon meeting title "Livestock sector development of .....village – Expectations from Animal Health Workers"
- (Participants should mobilize resources, invite local institutions, receive guest and anchor the entire program).

Notes



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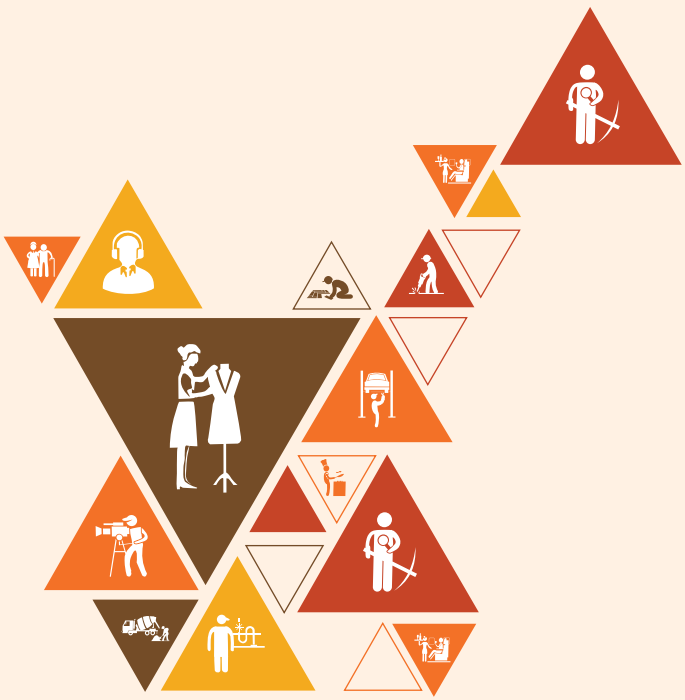
8. Animal Welfare, Breed Conservation and Disaster Management

Unit 8.1 – Animal welfare
Unit 8.2 – Conservation of indigenous livestock
Unit 8.3 – Disaster management



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Key Learning Outcomes

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

1. Explain reason of human animal conflict and common protection strategies at community level.
2. Explain about the concept of animal welfare
3. Explain about common animal cruelty and existence of law to punish the same.
4. Explain the basics of disaster management.
5. Explain the concept of conservation vis a vis ecosystem functioning.
6. Demonstrate about breeds of indigenous animals and importance of their conservation

UNIT 8.1: Animal Welfare

Unit Objectives

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

1. Explain about the concept of animal welfare.
2. Explain reason of human animal conflict and common protection strategies at community level.
3. Explain about common animal cruelty and existence of law to punish the same.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation e.g. picture of animal cruelty, human-animal conflict.

Explain

- Three positive conditions of welfare: Living a natural life, being fit and healthy and being happy
- What animal cruelty means.
- What is human-animal conflict?

Say

- In India, nearly 70 percent of all agricultural households are involved with animals as a livelihood option. Animal Welfare is integral to Indian culture.
- Animal abuse is predictive of human aggression patterns including the ability to commit murder and larger social injustice.
- Research has demonstrated that animal welfare is linked to food safety. It can reduce incidence of diseases on farms and reduce shedding of human disease causing organism by farm animals.
- The Constitution of India Provides Animal Protection by Article 51 ensuring "Compassion to all Living Creatures". Starting from 1960, India has made legal provision to support animal welfare. The cruelty inflicted on animals is an offence punishable under Prevention of Cruelty to Animals Act'1960.
- More than 2900 non-government organizations are working in the field of Animal Welfare in India. As animal health worker you can contribute to these organizations.

Elaborate

- Goal of animal welfare.(Five freedoms)
- Instances of common cruelty and cruelty as described in Prevention of Cruelty to Animals Act'1960.
- What is not considered as cruelty if conducted as per appropriate procedure or method?
- The key reason of human animal conflict.
- Why grazing of livestock is not recommended within forest area?
- Role of animal health workers working in forest fringe villages.

Team Activity

- Divide the class into two groups. Each group should discuss amongst themselves the importance of wild life. The team leader then will make short presentation on summary of discussion to the class.
- Encourage participants to discuss in groups what they feel are cruelty to animals. They should list the ones punishable under law. (Ensure that discussion covers illegal practices like Phooka or Doom Dev (cow blowing), use of oxytocin injection to induce milk, etc.

Facilitation Notes

- Organize a visit of the participants to the office of inspector of SPCA (Society for Prevention of Cruelty to animals) in your district and request him / her to explain to participant in details the procedure of reporting animal cruelty.
- Organize a visit of participant to the facility of any agency providing services to injured work and street animals.
- In association with local officials of forest department, organize visit of participants to any forest fringe village where residents are facing problem with wild animals. Participants should interact one to one with forest officials and villagers.

Notes

UNIT 8.2: Conservation of Indigenous Livestock

Unit Objectives

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

1. Explain about concept of conservation vis a vis ecosystem functioning.
2. Identify breeds of indigenous animals and discuss importance of their conservation.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point slide e.g. appropriate pictures of indigenous breeds of Indian livestock.
- Breed charts published by National Bureau of Animal Genetic Resources, Karnal, Haryana.

Explain

- Meaning of conservation.

Elaborate

- Qualities of indigenous animals.
- Government initiatives for conservation of indigenous animals.
- How animal health worker can contribute to conservation efforts.

Field Visit

- Organize a visit of participants to any local Gaushala or Gokul Gram and practically demonstrate the activities of these institutions.
- Organize health camp for any local pastoral community with an objective of giving opportunity to participants to interact with community members. Participants should note down observed practices and any issues related conservation.
- Where possible, organize visit of participants to livestock shows.

Notes

UNIT 8.3: Disaster Management

Unit Objectives

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

1. Manage disaster situations.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point slide e.g. showing condition of animals in disasters like flood.

Explain

- Effect of disasters like drought and flood on production animals.
- Feed and Fodder bank to tackle emergencies.
- Common diseases during disasters and their control.
- Role of animal health worker in disaster management.

Ask

- Ask participants to elaborate why veterinary support is important in disaster.
- (Disasters affect the health, well-being and productivity of livestock; this in turn has implications for household economies and livelihoods as well as animal welfare. Delivery of veterinary support can prevent sickness and death and help maintain the value of the surviving animals)

Facilitation Notes

- You can inform participants regarding centrally sponsored 'Aapda Mitra-scheme'. The scheme intends to train 6000 community volunteer in 30 select flood prone districts of India. It can be an opportunity for Interested Animal Health Workers to further hone their skill as volunteer in the event of disasters.
- You can refer to "Livestock related interventions during emergencies – the how to do it manual" published by FAO during 2016 (Can be downloaded from http://www.fao.org/3/a-i5904e.pdf) to further enrich your capability to train participants for this unit.
- You can invite any official from local disaster management authority to interact with participants.

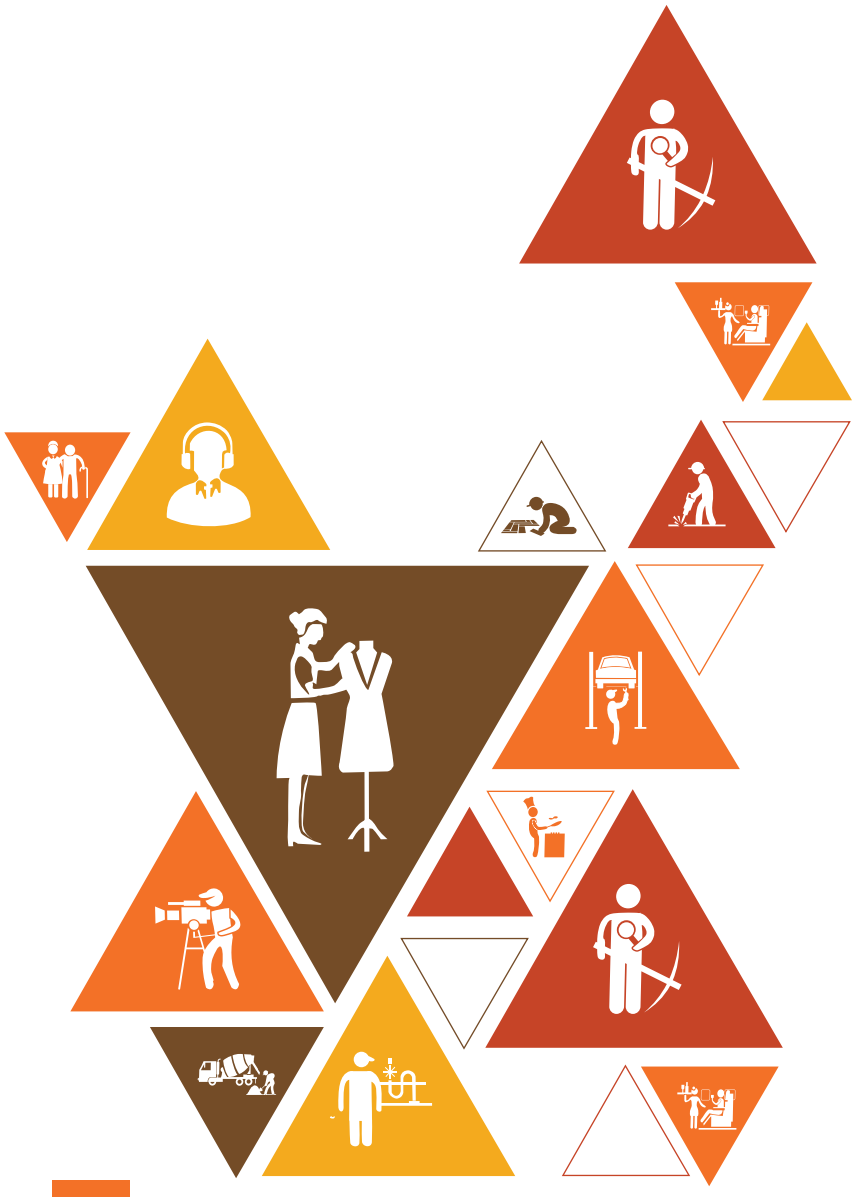
Team Activity

Continuous practical assessment should be conducted during the field visits and interaction with visitors villagers.

The evaluation should be based on participants' ability to:

1. Identify specific cruelty and whether same is punishable or not.
2. Promote common prevention and protection straightedge related to human animal conflict.
3. Identify indigenous breeds.
4. Explain their role in disaster management.

Notes



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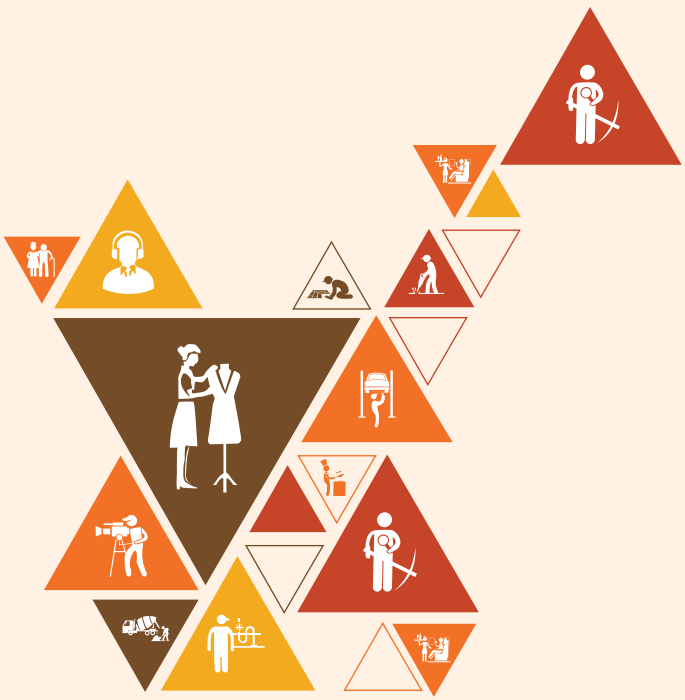
9. Implementation of Animal Breeding Services in Small Farm Animals

Unit 9.1 – Understanding the reproductive system.
Unit 9.2 – Basics of animal genetics
Unit 9.3 – Signs of heat
Unit 9.4 – Artificial insemination
Unit 9.5 – Parturition (Giving birth)
Unit 9.6 – Managing unproductive animals (Reproductive failure)



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Key Learning Outcomes

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

1. Explain about basic reproductive physiology and genetics in case of small farm animals.
2. Demonstrate how to conduct artificial insemination in goat and pigs.
3. Explain about infertility problems and their handling in small animals.
4. Describe about appropriate method for feeding of breeding animals.
5. Illustrate about record keeping of breeding services.

UNIT 9.1: Understanding the Reproductive System

Unit Objectives

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

1. Explain about basic reproductive system in small farm animals.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Power point presentation e.g. Slide showing reproductive system.

Explain

- Objective of animal breeding.
- Fertilization, gestation period, birth, fertility, puberty, heat / estrus, estrus cycle, service and conception.

Elaborate

- Various parts of reproductive system in small farm animals and their functions.
- Common reproductive parameters of small farm animals e.g. Age of attainment of puberty, weight at first mating, age at first mating or insemination, estrous cycle, duration of heat, gestation period, service period etc.

Activity

- Arrange participants in groups should prepare self-reference charts on reproductive parameters of goat and pig and discuss among themselves.

Notes

UNIT 9.2: Basics of Animal Genetics

Unit Objectives

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

1. Explain some basic concepts related to reproductive system in small farm animals.

Resources to be Used

- Available objects such as a white board, duster ,etc.

Explain

- Heredity, gene and inheritance.
- Genotype and phenotype
- What is breed

Elaborate

- Objective of breeding
- Different methods of breeding e.g. Selective breeding, in-breeding, cross breeding, etc.
- Types of breeding, e.g. Natural and artificial insemination.

Say

- Success of farm enterprise depends on proper breeding plan. It is better to have a designed breeding plan for entire community. You should always take guidance of local veterinarian in promoting a breeding plan for farmers within a village / community.
- Breeding is a scientific activity and is governed by law. For example, in Maharashtra cross-breeding among sheep and goat is strictly prevented except for research purpose. Your supervising veterinarian can guide you on state livestock breeding policy.

Ask

- Why is better feeding and management a must to get best out of genetically superior animals? (Encourage participants to answer based on their learning of concepts related to genetics)

Activity

- Arrange participants in groups to collect names of various breeds of goat, sheep and pig found within the local area along with their breed characteristics and performance parameters observed locally. The exercise must help participants to guide farmers in selecting best breed to farm with.

Facilitation Notes

- Assist participants to list few desirable characteristics (or traits) in meat animals.
- Animal health workers are not expected to remember the specific terms of genetics per se. What is required is simple understanding of meaning. The best way to teach genetics in this context is through stories. Help participants relate genetics to day-to-day farming decisions.
- Where possible, introduce participants to plan breeding program being implemented by NGOs / Agencies. Representative of such NGO / agency should be requested to interact with participants and discuss on activities where animal health worker can help including data collection to monitor breeding program.
- Encourage few volunteers from class to talk on his / her experience of community practices related to animal breeding.

Notes

UNIT 9.3: Signs of Heat

Unit Objectives

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

1. Detect heat signs in small farm animals.

Resources to be Used

- Live animal in heat (Where possible)

Elaborate

- Signs of heat in female goat and pigs.
- Best time for mating / insemination in goat / pigs.

Demonstrate

- Riding test for checking standing reflex in Pig.

Practical

- Participants may be given farm duties for few days to help them practically learn routine day to day operations in goat and pig farms, including detection of heat.

Notes

UNIT 9.4: Artificial Insemination

Unit Objectives

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

1. Develop the skill to conduct artificial insemination in pig and goat.

Resources to be Used

- Live animals ready for insemination.
- Projector (For video show on insemination process – where available)

Explain

- What is semen?
- Liquid vs Frozen semen.

Elaborate

- Steps in insemination of goat and pig.
- Safety measures to be followed.

Demonstrate

- Appliances and equipment used in insemination.
- Sterilization process.
- Handling of liquid nitrogen and semen straws.
- Actual insemination process.

Practical

- Participants should be given opportunity to practice AI on live animals.

Facilitation Notes

- Animal Health Worker who are assigned field duties only, normally do not need to assist veterinarian during semen collection under laboratory setting. Participants should be given only a brief introduction of semen collection / processing process from male animals.
- Inform participants that, they need to attend more specialized training to be able to do artificial insemination in dairy cattle.

Notes

UNIT 9.5: Parturition (Giving birth)

Unit Objectives

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

1. Recognize the signs that parturition is beginning.
2. Identify when parturition is normal.
3. Assist with parturition.
4. Take care of mother and newborn.

Resources to be Used

- Available objects such as a white board, duster, etc.
- Projector (For video show on parturition in small animal -where available)
- Live cases (where possible)

Explain

- Meaning of the word 'Parturition' and 'Farrowing'.
- Normal signs of parturition / farrowing.

Elaborate

- Signs of approaching parturition in goat / sheep and farrowing in pig.
- When and how to help in parturition / farrowing. (including safety measures to be taken)
- Care of the mother and newborn.

Practical

- Introduce participants to live parturition / farrowing in any nearby farm.

Notes

UNIT 9.6: Managing Unproductive Animals-Reproductive Failure

Unit Objectives

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

1. Describe common infertility issues and their handling
2. Explain appropriate feeding of breeding animals
3. Discuss with farmers for maintaining optimum number of animals.

Resources to be Used

- Available objects such as a white board, duster, etc.

Explain

- Reproductive failure.
- Importance of culling and rearing of optimal number of animals.

Elaborate

- Prevention and handling of reproductive failure. (e.g. appropriate feeding of breeding animals and mineral supplementation)
- Situations that can be called as reproductive failure.

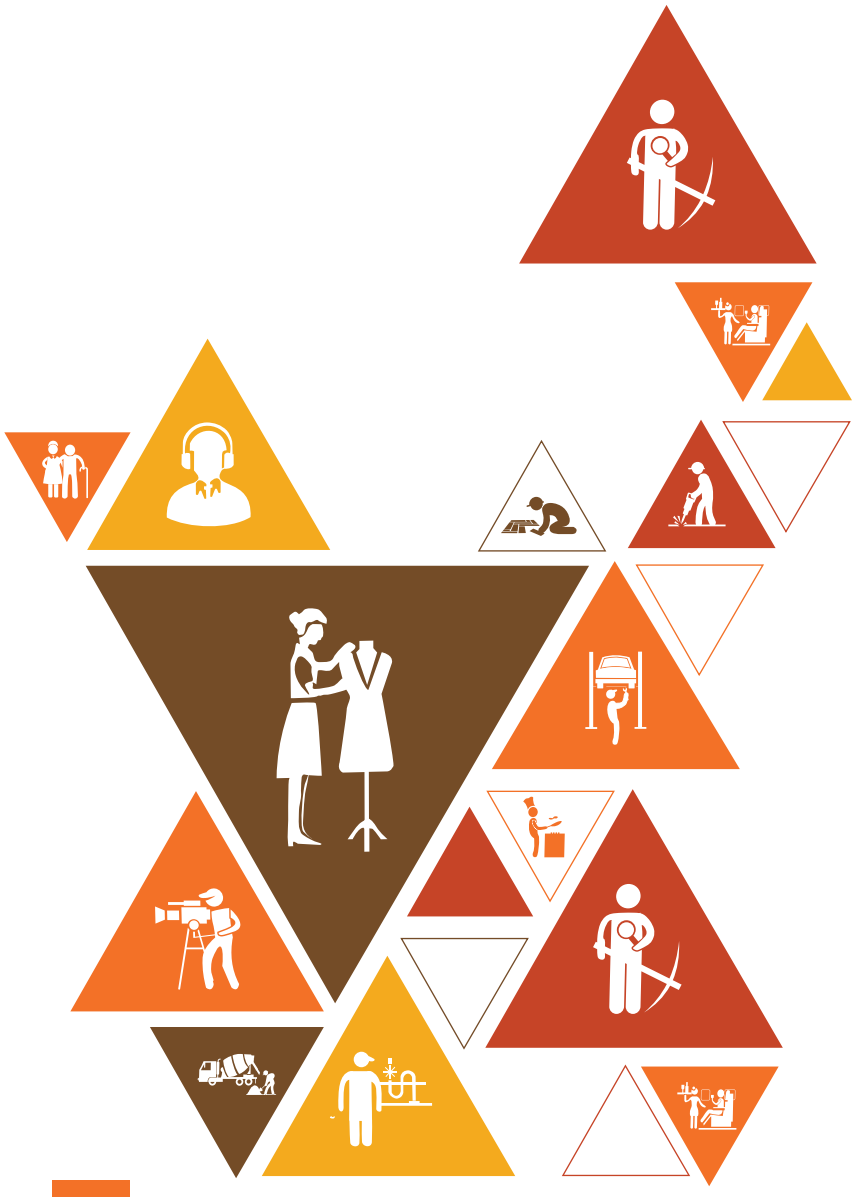
Demonstrate

- Demonstrate use of any data collection tools to disseminate breeding / production related field data (farm performance data) to centralize data analysis unit.

Facilitation Notes

- Introduce participants to routine farm operations and various farm records with focus on breeding related records.

Notes



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10. Employability & Entrepreneurship Skills

Unit 10.1 – Personal strengths & value systems

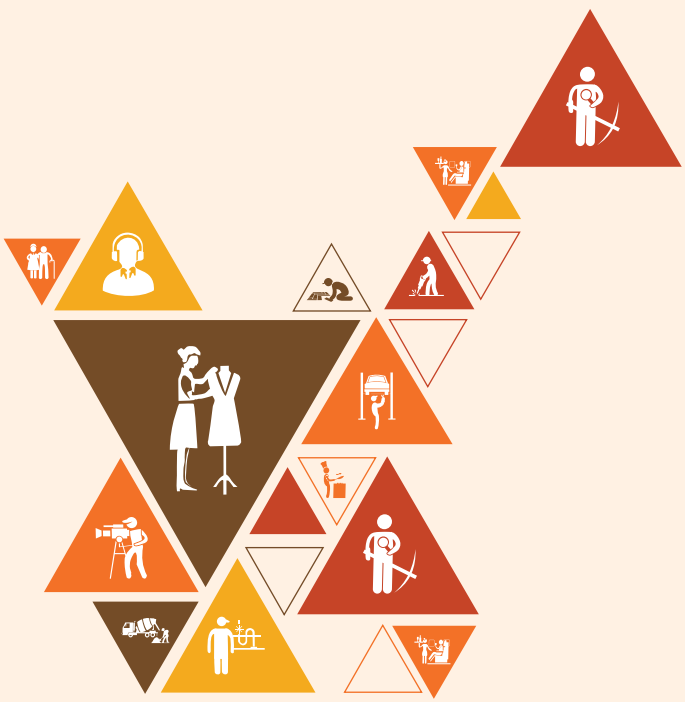
Unit 10.2 – Digital literacy: a recap

Unit 10.3 – Money matters

Unit 10.4 – Preparing for employment & self employment

Unit 10.5 – Understanding entrepreneurship

Unit 10.6 – Preparing to be an entrepreneur



Introduction: Employability and Entrepreneurship Skills

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

Ice breaker

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

Five of Anything Ice Breaker Steps:

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

Expectation Mapping

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:

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

General instructions for role playing:

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

UNIT 10.1: Personal Strengths & Value Systems

Key Learning Outcomes

At the end of this module, you 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 10.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Role Play

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

Summarize

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

Say

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

Activity

- Health Standard Checklist from the Participant Handbook.

Ask

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

Say

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

Do

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

Summarize

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

Ask

Discuss:

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

Say

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

Activity

- Health Standard Checklist: Hygiene

Say

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

Do

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

Ask

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

Summarize

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

Ask

- What is a habit?

Say

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

Summarize

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

UNIT 10.1.2: Safety

Unit Objectives

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

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

Resources to be Used

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

Say

There are many common safety hazards present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.

Safety Hazards include:

- Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
- Working from heights, including ladders, scaffolds, roofs, or any raised work area.
- Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
- Electrical hazards like cords, missing ground pins, improper wiring.
- Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

Team Activity

Safety Hazards

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

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

Ask

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

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

UNIT 10.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

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

Resources to be Used

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

Activity

- This is a paper pencil activity.

What are the three sentences that describe you the best?
What do you need to live happily?
What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

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

Do

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

Ask

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

Say

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

Ask

- Is your attitude positive or negative?

Say

- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask

- What did you learn from this story?

Activity

What Motivates You?

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

Do

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

Say

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

Summarize

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

UNIT 10.1.4: Honesty & Work Ethics

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem. Give the 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

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

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

Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's weddingwas 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.

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

Scenario 3

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

Scenario 4

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

Say

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

Do

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

Summarize

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

UNIT 10.1.5: Creativity and Innovation

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

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

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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 undertake plantation for different size of seeds at variable depth and space between two seeds.

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

Looms for physically challenged

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

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

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

Ask

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

Say

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

Team Activity

- This is a group activity.

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Source for stories on innovations:

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

UNIT 10.1.6: Time Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - Is this task important?
  - Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.

What do these categories depict?

Category 1: Urgent/Important

- This category is for the highest priority tasks. They need to get done now.

Category 2: Not Urgent/Important

- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
- The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.

Category 3: Urgent/Not Important

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

Category 4: Not Important and Not Urgent

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- Building relationship
- Personal commitments

1 2
3 4

- Interruptions
- Phone calls/ E-mails
- Other people's minor demands

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

NOT URGENT/ IMPORTANT

1 2
3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

Category 1: Urgent/Important

- Try to keep as few tasks as possible here, with the aim to eliminate.
- If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.

Category 2: Not Urgent/Important

- Plan these tasks carefully and efficiently as they are most crucial ones for success.
- If necessary, also plan where you will do these tasks, so that you're free from interruptions.
- Include strategic thinking, deciding on goals or general direction and planning in your planning process.

Category 3: Urgent/Not Important

- Ask yourself whether you can reschedule or delegate them.
- A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

Category 4: Not Important and Not Urgent

- You also want to minimize the tasks that you have in this category.
- These activities are just a distraction – avoid them if possible.
- You can simply ignore or cancel many of them.
- Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
- Schedule your leisure activities carefully so that they don't have an impact on other important tasks.

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

Summarize

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

Notes for Facilitation

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

UNIT 10.1.7: Anger Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

Do you remember any incident which has hurt

- you physically
- you mentally
- your career
- your relationships.

Ask

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

Say

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

Do

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

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of your anger:

Write the techniques that you use to manage your anger:
Anger Management Techniques

Say

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

Do

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

Ask

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

Summarize

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

Notes for Facilitation

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

UNIT 10.1.8: Stress Management: What is stress?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

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

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

Team Activity

Case Study Analysis

Scenario 1

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

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask

De-brief questions:

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

Say

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

Do

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

Say

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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do

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

Scenario 5

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

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

Say

De-brief:

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

Summarize

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

Notes for Facilitation

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

Notes

UNIT 10.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

UNIT 10.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summarize

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

Practical

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

Do

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

UNIT 10.2.2: MS Office and Email: About MS Office

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summarize

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

UNIT 10.2.3: E-Commerce

Unit Objectives

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

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

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say

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

Do

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

Say

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

Explain

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

Say

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

Role Play

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

Ask

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

Say

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

Do

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

Ask

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

Say

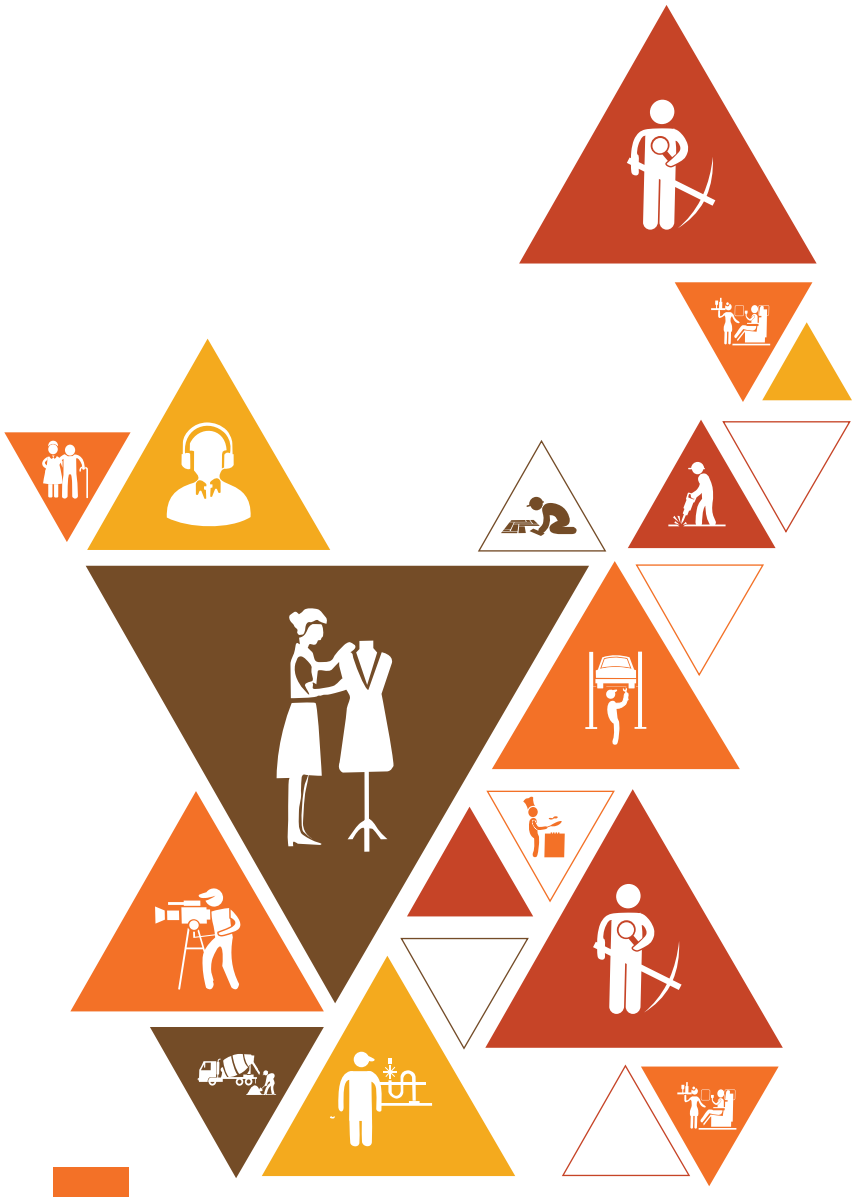
Digital money gives a lot of advantages over the conventional hard cash. Some of them are:

- Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
- With digital payment modes, you can pay from anywhere anytime.
- Digital payments have less risk.

Summarize

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

Notes



UNIT 10.3: Money Matters

Key Learning Outcomes

At the end of this module, you 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 10.3.1: Personal Finance – Why to Save?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

- Discuss "Benefits of Saving" with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.
  - Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say

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

Summarize

You can summarize the session by discussing:

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

UNIT 10.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

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

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

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

Example

- Let's look at the given example:

> Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.
>
> To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.
>
> She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief

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

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

Summarize

Note:

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

Sample Bank Account Opening form.

Photograph

XXX Bank

SAVING BANK ACCOUNT OPENING FORM

Account No.: _____ Date: _____

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

Applicant Details:

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

Detail of Assets	Owning House : Y/N Owning Farm : Y/N No. of Animals : 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 10.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

At the end of this unit, students 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

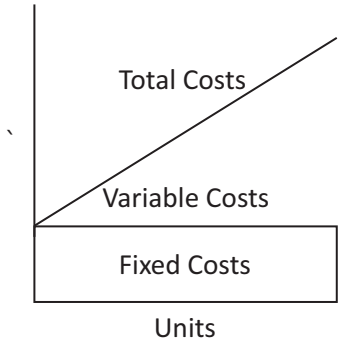
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commision percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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



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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

UNIT 10.3.4: Investments, Insurance and Taxes

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?

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

2. Who issues the bonds?

   Private and public companies issue the bonds.

3. Why are bonds issued?

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

4. Who is the buyer of stocks and equities?

   The general public is the buyer.

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

   Small Saving Scheme

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

   Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

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

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

8. Name the two types of insurances?

   Life Insurance and Non-life or general insurance

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

   Term Insurance

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

    It offers the dual benefit of investment and insurance.

11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?

    Money Back Life Insurance

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

    It offers the dual benefit of investment and insurance

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

    Marine Insurance

14. After what duration is the income tax levied?

    One financial year

15. What is long term capital gain tax?

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

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

    Securities Transaction Tax

17. What is the source of corporate tax?

    The revenue earned by a company.

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

    VAT or Value Added Tax

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

    Sales Tax

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

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

UNIT 10.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

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

Resources to be Used

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

Ask

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

Say

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

Do

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

Say

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

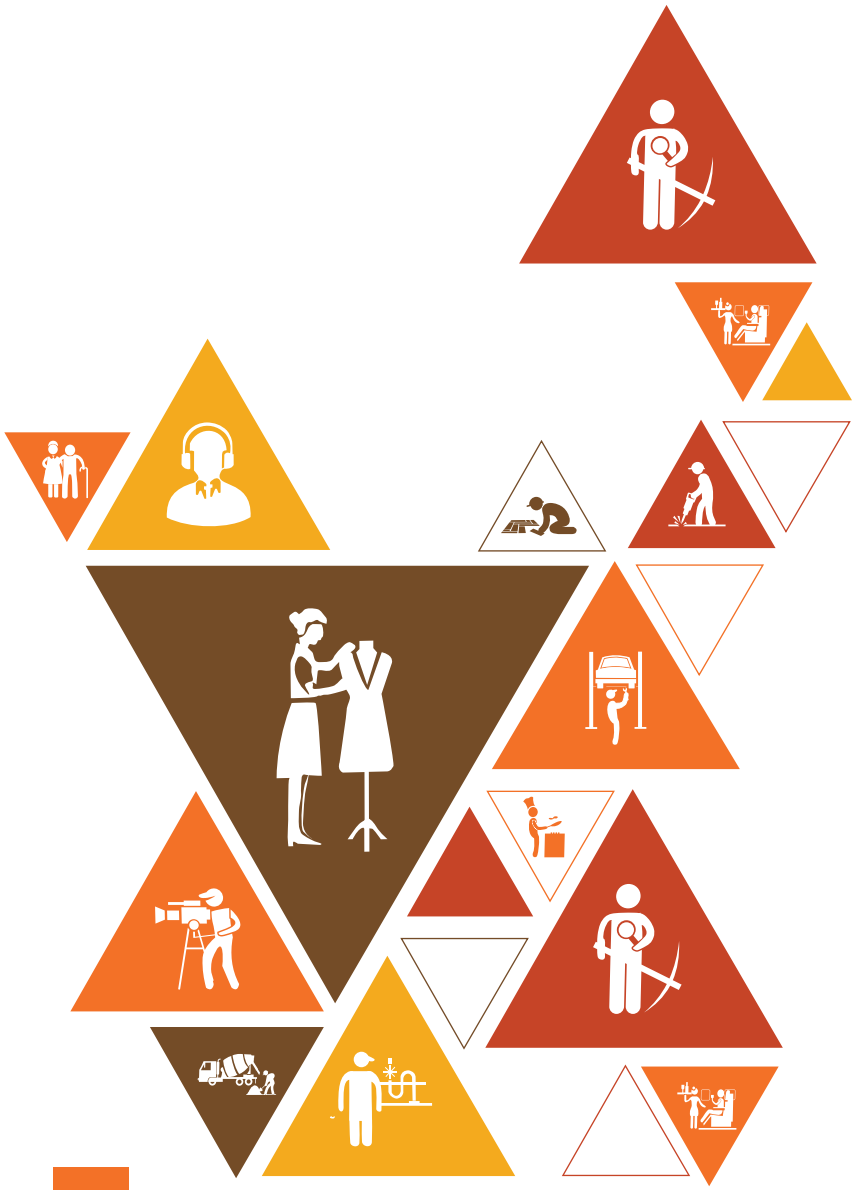
Do

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

Summarize

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

Notes



UNIT 10.4: Preparing for Employment & Self Employment

Key Learning Outcomes

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

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

UNIT 10.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

- Planning the right attire

Do

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

Summarize

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

You can add the following points to it:

- Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
- The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
- Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
- The participants will get only one chance to create a good first impression.

UNIT 10.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

- Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

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

Activity

Case Study Analysis

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

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is 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.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: 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 housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint
-
- **Educational background:**
- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh
-
- **Professional internships:**
- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
    - Responsible for cleanliness and maintenance of one floor in the hotel.
    - Got opportunities to make housekeeping arrangements for corporate meetings.
-
- **Volunteer Work:**
- Student volunteer at children's hospital in Chandigarh.
-
- Nipesh Singla

UNIT 10.4.3: Interview FAQs

Unit Objectives

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

Resources to be Used

- Participant Handbook

Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

Role Play

Conduct a role play for the situation given.

Situation 1

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

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then, the interviewer will bluntly ask the following questions:

- How do you explain this huge time gap in your resume?
- What is the reason for this?
- Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then, at the end of the interview, ask the interviewee:

- There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
  - Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, "I got along well with most of my faculty and peers."

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

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

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then very bluntly ask the interviewee:

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

After the candidate responds, ask sarcastically:

- Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
  - You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say

De-brief:

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
  - If you get this job, what salary package do you expect us to give you?

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
  - What is your name?
  - Tell me something about yourself?
  - Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - Do you have any questions for me?

Say

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
  - When will I be informed about the results of the interview?
  - What are the working hours?
  - Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

Activity

Mock Interview Questions

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

Summarize

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

UNIT 10.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

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

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say

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

Ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2

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

Activity De-brief

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

Do

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

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

- The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

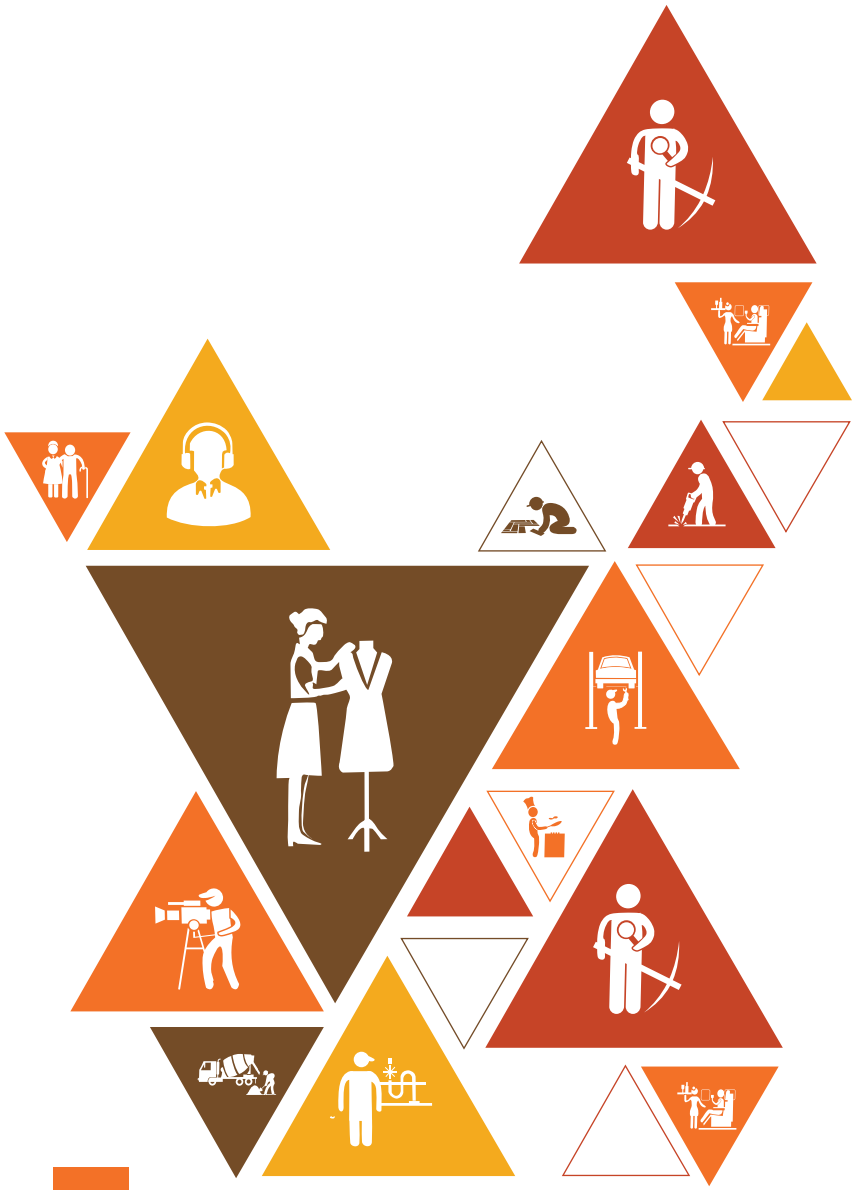
- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do

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

Summarize

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



UNIT 10.5: Understanding Entrepreneurship

Key Learning Outcomes

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

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

UNIT 10.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different types of enterprises

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

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

Do

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

Ask

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

Say

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

Summarize

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

Notes for Facilitation

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

UNIT 10.5.2: Leadership and Teamwork

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Do

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

Say

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

Say

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

Ask

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

Say

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

Ask

- Do you consider yourself a team player?

Team Activity

Long Chain

- This is a group activity.

Do

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

Say

De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize

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

UNIT 10.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.
Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.
Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.
Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.
Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
  - "You're not listening to me!"
  - "Why don't you let me finish what I'm saying?"
  - "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

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

Do

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

Activity 2

Riddles:

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

Answers:

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

Ask

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 3

Elevator Pitch:

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

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

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

Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

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

1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

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

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

Summarize

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

UNIT 10.5.4: Problem Solving & Negotiation Skills

Unit Objectives

At the end of this unit, students 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 set up.

Do

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say

De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask

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

Say

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

Ask

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

Say

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

Summarize

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

Activity

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

Do

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

Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say

- Discuss "What is Negotiation?" as given in the Participant Handbook.

Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play

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

Do

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

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

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summarize

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

UNIT 10.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

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

Say

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

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength What are your strengths? What unique capabilities do you possess? What do you do better than others? What do others perceive as your strengths?	**Weakness** What are your weaknesses? What do your competitors do better than you?
Opportunity What trends may positively impact you? What opportunities are available to you?	**Threat** Do you have solid financial support? What trends may negatively impact you?

Do

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

Ask

De-brief questions:

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

Summarize

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

UNIT 10.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

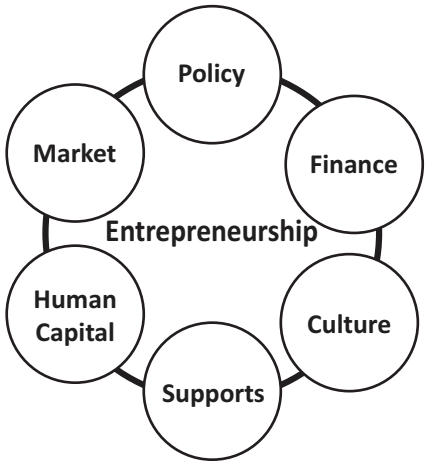
- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

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

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.
- **Activity De-brief**
- Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



Ask

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

Say

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

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

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

Summarize

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

UNIT 10.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used

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

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.

Say

- Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- This is a group activity.

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

- This is a group activity.

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

Activity De-brief

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 10.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

Resources to be Used

- Participant Handbook

Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let's have a look at this example.

> Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.
>
> When he was young, he stood at Marine Drive and said, “I will rule this city one day”. Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

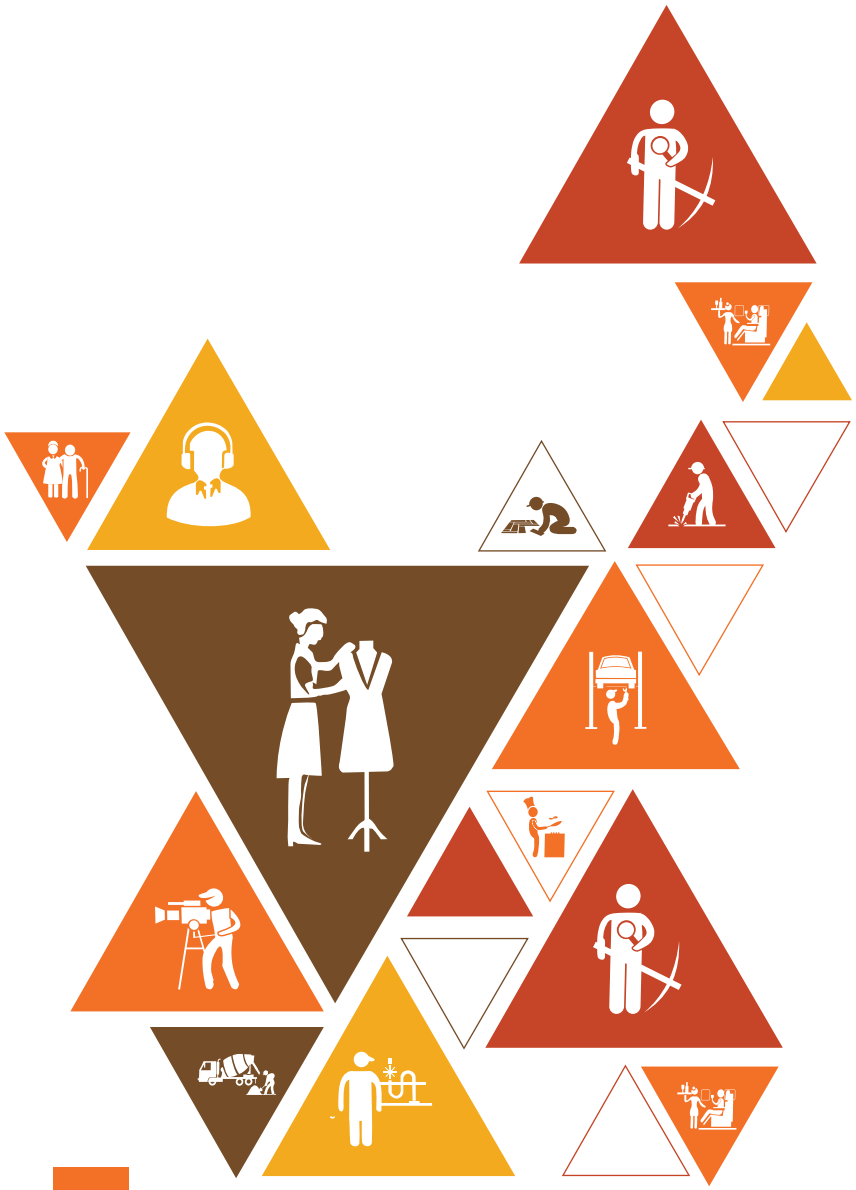
Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summarize

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

Notes



UNIT 10.6: Preparing to be an Entrepreneur

Key Learning Outcomes

At the end of this module, you 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 10.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.
  - Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot 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.

Ask

- What factors will you keep in mind before opening it?

Say

- Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say

- Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity

4 Ps of Marketing

This is a group activity.

You have to sell a pen to four different segments:

1. Rural villagers
2. Rural middle class
3. Urban middle class
4. Upper end rich people (Niche market)

- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do

- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 10.6.2: Business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

- The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?

   Business to business

2. What is a financial report?

   A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

   A potential customer

4. How is working capital calculated?

   Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

   Valuation

6. You are buying a house. What type of transaction is it?

   Complex transaction

7. How will you calculate the net income?

   Revenue minus expenses

8. How is Return on Investment expressed?

   As percentage

9. How will you calculate the cost of goods sold?

   Cost of materials minus cost of outputs

10. What is revenue?

    Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

    This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

    *A = P(1 + rt); R = r * 100*

13. What are the three types of business transactions?

    Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as .

    Depreciation

15. What are the two main types of capital?

    Debt and Equity

UNIT 10.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

- Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity

Group Discussion

- Conduct a group discussion in the class on how they can do networking for their business.

Summarize

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

UNIT 10.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal- 3 weeks, 3 years, 10 years?

Say

- Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

- Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:

1. Create a business idea
2. Develop a business plan

- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:

1. Executive Summary
2. Business Description
3. Market Analysis
4. Organization and Management
5. Service or Product Line
6. Marketing and Sales

- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize

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

Notes for Facilitation

- Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 10.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - **Bootstrapping**: Also called self-financing is the easiest way of financing
  - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.
  - **Angel investors**: Individual or group of investors investing in the company
  - **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - **Bank loans**: The most popular method in India.
  - **Microfinance Providers or NBFCs**
  - **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)
1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 10.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

Let's have a look at this example:

- Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management – An Overview" with the participants as given in the Participant Handbook.

Say

- Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words 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 10.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

- List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summarize

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

Notes

Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

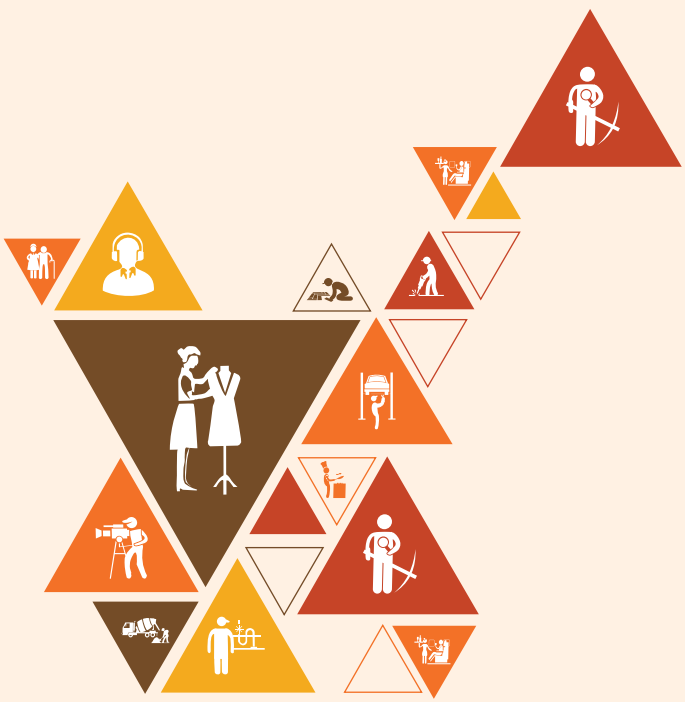
ASCI
Agriculture Skill Council of India

11. Annexures

Annexure I : Training delivery plan

Annexure II : Assessment criteria

Annexure III : Key Solutions to Exercises



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	**Animal Health Worker**		
Qualification Pack Name & Ref. ID	Animal Health Worker – AGR/Q4804		
Version No.	1.0	**Version Update Date**	
Pre-requisites to Training (if any)	8th Standard passed		
Training Outcomes	**By the end of this program, the participants will be able to:** • **Provide preventive care to animals as per guideline of veterinarian:** Implement preventive care measures e.g. vaccination, deworming, bio-security, etc. • **Provide basic first aid to animals:** Understand symptom of diseases, provide care as directed by veterinarian, Cleaning and washing of wound, dressing of wound, apply ointments, first aid. • **Assist public agencies in animal disease control:** Create awareness about the disease preventive measures, data collection, disease reporting, maintaining bio-security provision, prevention of risky practices, culling and disposal of animals. • **Assist in animal husbandry extension:** Promotion of best practices and appropriate technologies related to farming e.g. feeding, housing, management, breeding etc. preventive measures, data collection, disease reporting, maintaining bio-security provision, prevention of risky practices, culling and disposal of animals.		

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
1.	**Introduction** **T: 5:00** **(HH: MM)**	**Icebreaker**	1. Get to know the participants 2. Explain general classroom rules		Lecture, games, group activity, exercise	White board, duster, Power point slides.	0:30
		Rural livelihood and livestock farming	1. Discuss livelihood sources 2. Discuss available livestock and its economic benefits 3. Create awareness associated with animal care and livestock development 4. Develop serving attitude		Lecture, games, group activity, exercise	White board, duster etc. Power point slides.	0:30
		Knowing your village or service area	1. Discuss the functioning of village institutions. 2. Explain the socio- economic conditions of the area 3. Discuss climatic conditions		Lecture, group activity/ discussion, exercise	white board, duster, flip chart board / paper, Village map or map of service area. PPT	1:30
		Role and responsibility of Animal Health Worker	1. Explain job role 2. Discuss the key public health issues and responsibilities 3. Explain service provider limitations and pre-requisites to follow legal government guide lines 4.Explain to take guidance from veterinarians		Lecture, Team activity.	white board, duster, flip chart board / paper etc., PPT	1:30
		Continuous learning and support system	1. Explain the importance of continuous learning and guidance from veterinarian 2. Describe about relevant sources of information or available support system		Lecture, demonstration	White board, duster, flip chart board / paper, Projector, computer/laptop	1:00

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
2.	**Controlling and restraining of animals** **T: 5:00** **P: 10:00** **(HH:MM)**	**External body parts and organ system of farm animals**	1.Identify body parts and learn about various organ systems in farm animals 2.Discuss body locations with clinical significance 3.Explain biological terms	AGR/N4801 (PC1 to PC5), (KB3, KB4)	Lecture, demonstration, exercise	PPT, projector, laptop, live farm animals	T: 1:30 P: 2:00
		Approaching and moving animals/ flight zone	Demonstrate basic principles of animal handling	AGR/N4801 PC1, PC2 PC3, PC5, KB3	Lecture and demonstration	White board, duster, PPT, Live farm animal	T: 0:30 P: 2:00
		Age and body weight estimation	Determine age and weight of animal to help identify feed amount, how to handle calf or adult etc.	AGR/N4801 (PC2), KB2, KB3	Lecture and demonstration	White board, duster, pen, paper, PPT, charts, projector etc.	T: 1:00 P: 1:00
		Common behavior of farm animals	Discuss and explain common behavior of farm animals	AGR/N4801 (PC1, PC2 PC3, PC4, PC6, PC8) KB1	Lecture, group discussion, animal farm visit	White board, duster, flip chart board / paper etc. Any available video showing specific farm animal behaviour	T: 1:00 P: 2:00
		Use of common methods and tools for restraining	Demonstrate use of common methods and tools for controlling and restraining of animals	AGR/N4801 (PC5), (KB4)	Lecture and demonstration	Live animal and birds, animal casting kit, rope	T: 0:30 P: 2:00
		Personal safety	Explain the importance of personal safely	AGR/N4801 (PC4, PC6, PC7, PC8), KB2	Lecture and demonstration	Available personal protective equipment	T: 0:30 P: 1:00
3.	**Implementing regular preventive animal health care program** **T: 10:00** **P: 15:00** **(HH:MM)**	**Animal identification and record keeping**	1.Explain importance of data and collection procedure 2.Demonstrate animal identification methods	AGR/N4802 (PC1 to PC3), (KB1), SB9, SA1, SA2	Lecture and demonstration	White board, duster, PPT, Pictures record keeping format, Cardboard sheets, live animal for ear tagging, ear tag pliers Ear tags	T: 1:00 P: 2:00
		Observation of environment and history taking	1.Explain how to take history for communication to supervising veterinarian or to make provisional diagnosis. 2.Describe prevalent farming system, social, geographical and environmental condition of service area	AGR/N4802 (PC 4, SA7)	Lecture, role play and team activity, field/anima farm visit	White board, duster, flip chart board /paper, PPT, affecting animal health	T: 1:00 P: 2:00
		Routine examination of health of animals	1.Differentiate between and healthy and sick animal 2. Record parameters pertaining to health of livestock and poultry.	AGR/N4802 (PC 4, SA2)	Lecture, demonstration, Exercise, field/ anima farm visit	White board, duster, flip chart board / paper etc. PPT showing diseased. animals, normal range of vital para- meters etc.	T: 1:00 P: 3:00
		Causes and ways of transmission of diseases	Explain causes and transmission of disease in animals	AGR/N4802 (PC4, PC5)	Lecture and activity	White board, duster etc. PPT of disease causing factors like season and organisms	T: 1:00 P: 1:00
		Identifying common diseases	Demonstrate clinical signs to identify common animal diseases.	AGR/N4802 (PC4, PC5) (KB3, KB4, KB5) AGR / N 4805 (PC3, PC4) (KB5, KB6, KB7)	Lecture and team activity	White board, duster, projector, laptop, PPT of signs of various common diseases	T: 2:00 P: 1:00
		Zoonotic and Notifiable disease	1.Explain importance of zoonotic and notifiable diseases 2.Explain importance and legal requirement related to reporting of certain diseases	AGR/N4802 (PC4, PC5) (KB3, KB4, KB5)	Lecture and team activity	White board, duster, projector, laptop etc. PPT, audio visual aids	T: 2:00 P: 1:00
		Preventing disease in animals	1.Demonstrate methods to prevent diseases in animals to share with farmers 2.Describe key concept of herd health approach. Develop skills for delivery of preventive services like vaccination and parasite control Assist veterinarian in post mortem	AGR/N4802 (PC6 to PC 24), KB6 to KB12	Lecture, demonstration, Role play, Exercise.	White board, duster, PPT, projector. laptop	T: 2: 00 P: 5:00

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
4	**Veterinary First Aid** **T: 20:00** **P: 30:00** **(HH:MM)**	**Basic internal organs**	Explain about basic internal organs and functional systems e.g. Digestive system, circulatory system etc.	AGR/N4805 (PC2, PC3) KB2, KB4	Lecture and demonstration	White board, duster, Projector, laptop, PPT, charts, video etc.	T: 2: 00 P: 4:00
		Emergency conditions and pre- disposing	Explain situations that need emergency care and the conditions that pre-dispose animals to such situations. Develop skill and knowledge to independently administer first aid	AGR/N4805 (PC2) KB1, KB3, KB4	Lecture, Demonstration	White board, duster, projector, PPT etc. New born calves / kid/ animal	T: 2: 00 P: 5:00
		Common first aid measures	Explain common first aid measures for non-infectious conditions like indigestion, tympani, diarrhoea etc.that can be employed in field condition.	AGR/N4805 (PC5, PC6, PC 7)	Lecture and demonstration	White board, duster, projector, laptop, PPT, visuals, charts, New born calves/ kid/animal	T: 2:00 P: 1:00
		Handling superficial wound / abscess	Describe how to handle wound / abscess.	AGR/N4805 (PC1, PC8) KB2	Lecture, demonstration and exercise	white board, duster, projector, laptop, PPT, visuals of different types of wounds, live demonstration of wounded animal	T: 2:00 P: 2:00
		Handling fractures and horn injury	1.Develop skills to handle fractures and horn injuries in farm animals 2.Handle minor surgical procedures	AGR/N4805 (PC5 to PC7)	Lecture and demonstration	White board, duster, audio visual aids, animal with fractures and horn injury	T: 1:00 P: 4:00
		Handling superficial wound and injuries	Expose participants to functioning of any animal welfare centre treating injured animals, introduce them to standard operating procedure of centre related to transportation, handling and care of injured animals.	AGR/ N4805 (PC5, PC 6, PC7)	Demonstration , handholding	Animal welfare/healthcare centre /pet clinic (Live demonstration)	P: 7:00
		First aid during animal birth	Discuss and demonstrate first aid for common problems during animal birth.	AGR/N4805 (PC9)	Lecture	White board, duster etc. PPT /visual aids for dystocia, retention of placenta, prolapse of uterus.	T: 3:00
		First aid during animal birth	Demonstrate cases of dystocia, retention of placenta, prolapse of uterus etc.	AGR/N4805 (PC9)	Demonstration , handholding	Animal health centre	P: 7:00
		Handling poisoning	Identify signs of common poisoning and provide first aid	AGR/N4805 (PC5 to PC7) KB4	Lecture and demonstration	White board, Duster, projector, laptop etc. PPT/charts/ visuals explaining various types of poisoning and	T: 2:00 P: 3:00
		Administration of medicine/ drug	1.Explain and demonstrate how to administer medicine to farm animals 2.Explain doses of common medicines 3. Explain use of ethno veterinary approved products and practices	AGR/N4805 (PC2), KB3, SB1	Lecture and demonstration	White board, duster etc. PPTs/Charts to show common conversions, injection site etc.	T: 2:00 P: 3:00
		Safety measures to be taken during first aid	Explain safety measures to be adopted during first aid.	AGR/N4805 (SB2)	Role play	PPT, Personal protective equipment	T: 1:00 P: 3:00
5.	**Assisting government agencies in animal disease control** **T: 10:00** **P: 10:00** **(HH:MM)**	**Basic concepts**	1. Discuss some basic concepts of bio security and one health activities for animals under state and national disease control programme 2. Explain how to implement bio security norms 3. Explain public participation and local resource mobilization in disease control programs	AGR/N4807 (PC1 to PC9)	Lecture, Exercise and team activity on mobilization	White board, duster etc. PPT, charts on the concepts	T: 2:00 P: 2:00
		Introduction to disease surveillance and monitoring	Explain the importance of disease surveillance and monitoring	AGR/N4807 (PC4 to PC9)	Lecture, role play	White board, duster etc. PPTs/ charts/visual aids on components of surveillance system	T: 2:00 P: 2:00
		Cleaning and disinfection of premises	Demonstrate how to clean and disinfect animal premises.	AGR/N4807 (PC16, PC17), KB5	Lecture and demonstration	white board, duster etc. Vacant farm house for demonstration.	T: 1:00 P: 2:00

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
		Livestock value chain & risky practices	Describe livestock markets in the context of disease control at various stages of its value chain.	AGR/N4807 (PC4, PC5, PC 6)	Lecture, group discussion	white board, duster etc. PPT/ visual aids	T: 2:00 P: 1:30
		Culling and disposal of animals	Explain about culling methods and scientific disposal of dead animals / birds.	AGR/N4807 (PC14, KB5)	Lecture, group discussion	white board, duster etc. PPT/ visual aids	T: 2:00
		Animal disease reporting	Inform participants on the suggested procedure for animal disease reporting	AGR/N4807 PC13, SA1, SA2, SB1, SB3	Lecture and demonstration	white board, duster, paper, pen, disease reporting format etc. PPT	T: 1:00 P: 2:30
6.	**Assisting in veterinary extension services** **T: 15:00** **P: 30:00** **(HH:MM)**	**Understanding extension services**	Explain the extension services and importance of technology adoption	AGR/N4808 (PC1, PC2, PC3), SB1, SB2	Lecture, Group discussion	white board, duster, etc. PPT/charts on, village institutions, livelihood sources	T: 4:00
			Explain PRA exercise through visit to nearby to SHGs / small cooperative.	AGR/N4808 (PC1, PC3), SB1, SB2	Field Visit, Observation, one to one interaction	Institutional/ community Organisation visit	P: 5:00
		Common communication Devices	Demonstrate use of common communication devices	AGR/N4808 PC1, PC3, SB1, SB2	Class room discussion, group activity	Audio visual aids of communication devices e.g. mobile phone	T: 2:00 P: 4:00
		Basics of animal nutrition and resources	1. Explain about animal nutrients, feed in gradients 2.Identify local nutrition resources	AGR /N4808 (PC1, PC4, PC5), SB1 KB2, KB3	Class room lecture, Group participation, Q/A	PPT/Charts/ Flip charts/ pictures of animal nutrition and feed ingredients at various animal growth stages, fodder variety, nutrient requirement and feeding plan etc., samples of commercially available branded compound feed, TMR, Silage etc. for demonstration.	T: 2:00 P: 5:00
		Selection of farm inputs	1.Explain how to select quality farm inputs 2. Explain about fodder cultivation	AGR/N4808 (PC1, PC4, PC5), SB1 KB2, KB3	Class room lecture, Group participation, Q/A	Projector, laptop, PPT, sample of quality farm inputs, fodder varieties etc.	T: 2:00 P: 5:00
		Animal housing and farm management	1.Explain about basic principles and types of animal housing 2.Discuss about farm management practices	AGR/N4808 PC1, SB1, KB5	Class room lecture, Group participation, Q/A, Field visit	Projector, laptop, PPT/ charts, Live demonstration	T: 1:00 P: 3:00
		Handling animal products	Explain how to maintain hygiene while handling animal products like milk, eggs etc.	AGR/N4808 PC1, KB1	Class room lecture, Group participation, Q/A	Projector, laptop PPT/ charts, videos, Practical demonstration	T: 2:00 P: 4:00
		Body condition scoring	Describe importance of basic body scoring for selection and purchase of animals	AGR/N4808 PC4, KB4	Class room lecture,	Projector, laptop PPT/ charts, images to	T: 2:00 P: 4:00
		Common communication Devices	Demonstrate use of common communication devices	AGR/N4808 PC1, PC3, SB1, SB2	Class room discussion, group activity	Audio visual aids of communication devices e.g. mobile phone	T: 2:00 P: 4:00
		Basics of animal nutrition and resources	1. Explain about animal nutrients, feed in gradients 2.Identify local nutrition resources	AGR /N4808 (PC1, PC4, PC5), SB1 KB2, KB3	Class room lecture, Group participation, Q/A	PPT/Charts/ Flip charts/ pictures of animal nutrition and feed ingredients at various animal growth stages, fodder variety, nutrient requirement and feeding plan etc., samples of commercially available branded compound feed, TMR, Silage etc. for demonstration.	T: 2:00 P: 5:00

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
		Selection of farm inputs	1.Explain how to select quality farm inputs 2. Explain about fodder cultivation	AGR/N4808 (PC1, PC4, PC5), SB1 KB2, KB3	Class room lecture, Group participation, Q/A	Projector, laptop, PPT, sample of quality farm inputs, fodder varieties etc.	T: 2:00 P: 5:00
		Animal housing and farm management	1.Explain about basic principles and types of animal housing 2.Discuss about farm management practices	AGR/N4808 PC1, SB1, KB5	Class room lecture, Group participation, Q/A, Field visit	Projector, laptop, PPT/ charts, Live demonstration	T: 1:00 P: 3:00
		Handling animal products	Explain how to maintain hygiene while handling animal products like milk, eggs etc.	AGR/N4808 PC1, KB1	Class room lecture, Group participation, Q/A	Projector, laptop PPT/ charts, videos, Practical demonstration	T: 2:00 P: 4:00
		Body condition scoring	Describe importance of basic body scoring for selection and purchase of animals	AGR/N4808 PC4, KB4	Class room lecture, Group participation, Practical demonstration	Projector, laptop PPT/ charts, images to check points for BCS different body scoring animals	T: 2:00 P: 4:00
7.	**Development program implementation and marketing in livestock sector** **T: 15:00** **P: 20:00** **(HH:MM)**	**Implementation of development programs in livestock and Poultry**	1.Explain sustainable development goals. 2.Explain about the implementation of government or private development Programs.	AGR/N4810 (PC1, PC5), SA3, SA5	Lecture and exercise	White board, duster, etc. PPT/ charts/visuals	T: 2:00 P: 2:00
		Basics of project management	Describe concept of project management	AGR/N4810 (PC1 to PC5) KB1, KB4	Lecture and exercise	White board, duster, projector, laptop PPT/Charts/ Visuals showing policy to project chain, input to impact chain.	T: 3:00 P: 2:00
		Business management and livestock economics	Explain basic economics of livestock-based business activities	AGR/N4810 PC7, KB5	Lecture, group participation, exercise	White board, duster, projector, laptop PPT/Charts/ Visuals	T: 4:00 P: 3:00
		Engagement with farmers' institutions and local self-government (Panchayat)	1.Explain how to attend meetings / programs of farmer's institutions / panchayats. 2.Describe to inform / farmer leaders / panchayat functionaries to select program beneficiaries. 3.Explain how to facilitate convergence of development projects	AGR/N4810 (PC3 to PC 5), KB1, KB5, SA3, SA4, SB4, SB5	Lecture, group discussion, role play/ team activity	White board, duster. Projector, laptop PPT, video, charts	T: 2:00 P: 3:00
		Mobilization and handholding of farmers	Explain how to mobilize and handhold activities of farmer groups / SHGs	AGR/N4810 (PC 6, PC7) KB3 SA6, SA5, SB5	Lecture, group discussion, team activity/role play	white board, duster, etc. PPT, video	T: 2:00 P: 3:00
		Facilitation of marketing of livestock farm inputs / products.	1.Motivate farmers to produce for market 2. Explain aggregation and collective marketing of livestock products	AGR/N4810 (PC9, PC10), KB6, SA3	Lecture, group discussion	white board, duster, etc. Projector, PPT, video	T: 2:00 P: 3:00
			1.Explain how to provide market related information to farmers. e.g. prices etc. 2. Demonstrate livestock farm inputs e.g. feed, fodder, supplements etc.	AGR/N4810 (PC9, PC10), KB5	Lecture, group discussion, Field/Market visit	white board, duster, etc. Projector, PPT, video	T: 2:00 P: 5:00
8	**Assisting in animal welfare, breed conservation and disaster management** **T: 10:00** **P: 05:00** **(HH:MM)**	**Animal Welfare**	1.Discuss basic concepts of animal welfare and common cruelty to animals 2.Discuss common protection strategies	AGR/N4813 PC1, PC2 KB1, KB3	Lecture, group participation, exercise	White board, duster, PPT, Chart, Visuals etc.	T: 3:00
		Disaster Management	Explain the role in disaster situations.	AGR/N4813 (PC4, PC5, PC6, PC7, PC8) KB3, KB4	Lecture, demonstration	White board, duster, projector, laptop, PPT /videos/charts showing disaster conditions of floods, drought etc. and their possible management solutions	T: 3:00 P: 1:00
		Conservation of indigenous livestock	1. Explain role in conservation of indigenous stock 2.Identify indigen ous breeds 3. Explain breed conservation in relation to ecosystem functioning	AGR/ N4813 PC3, KB2, KB5	Lecture, demonstration / visit to cow shed/goshala/ breeding farm	White board, duster, projector etc. PPT /charts / videos on indigenous breeds of Indian livestock, breed charts by National Bureau of Animal Genetic Resources, Karnal, Haryana	T: 4:00 P: 4:00

S. N.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration HH: MM
9	**Implementation of animal breeding services in small farm animals.** **T: 30:00** **P: 60:00** **(HH:MM)**	**Describe the animal reproductive system.**	Explain animal reproductive system and reproductive cycle of Goat and Pig	AGR/N4821 (PC7, PC5, PC8), KB1	Lecture, exercise and demonstration	White board, duster, projector, etc. Visuals / PPTs/charts on reproductive system	T: 3:00 P: 4:00
			Demonstrate reproductive cycle of Goat and Pig	AGR/N4821 (PC7, PC5, PC8), KB1	Live Demonstration	Livestock farm	T: 2:00 P: 5:00
		Basics of animal genetics	Explain basic concept of genetics	AGR/N4821 (PC1, PC2, PC4, PC8)KB2	Lecture, exercise	White board, duster, etc.	T: 3:00 P: 4:00
		Signs of heat / Artificial insemination	Detect heat in small farm animals	AGR/N4821 (PC3 to PC7)	Lecture, demonstration, Practical	PPT/Charts/videos etc. Live animal in heat Goat / Pig for AI demonstration.	T: 3:00 P: 4:00
					Field /Farm visit	Live animal in heat Goat / Pig for AI demonstration	T: 2:00 P: 5:00
		Parturition (Giving Birth)	1.Recognize the signs of parturition 2.Analyse normal parturition 3. Assist in process of parturition	AGR/N4821 (PC11, KB7)	Lecture, demonstration, practical	White board, duster, etc. Projector, video on parturition in small animals	T: 2:30 P: 5:00
		Managing unproductive animals (Reproductive failure)	1. Discuss common infertility issues in small farm animals and their handling. 2. Explain the need of appropriate feeding in breeding animals. 3. Explain the need of maintaining optimum number of animals	AGR/N4821 (PC8 to, PC10), KB6	Lecture, demonstration, group participation, Exercise	White board, duster, projector, video, chart on fertility issues, feeding requirement etc.	T: 3:00 P: 4:00
		Infertility issues	Demonstrate the infertility issues and feeding requirement		Group Discussion, Exercise	Paper, Pen, White Board, duster	T: 2:00 P: 4:00
			Demonstrate the infertility issues and feeding requirement (contd..)		Visit to livestock farm	Livestock farm	T: 2:00 P: 5:00
		Animal feed	Identify the right feed and its amount to be fed to animal		Visit to market to check different available feed for animals	Paper, Pen, bags for sample collection	T: 1:30 P: 6:00
					Self-assessment in class	Collected feed samples, white board, duster, paper, pen etc.	T: 1:00 P: 6:00
		Farm training on record keeping	1.Explain routine farm operations and various farm records with focus on breeding related records. 2. Demonstrate use of any data collection tools to disseminate breeding /production related field data to centralize data analysis unit.	AGR/ N4821 PC12, PC13	Lecture, demonstration, one to one interaction	White board, charts, paper, pen PPT, record format etc.	T: 3:00 P: 4:00
			Practice to collect and disseminate breeding /production related field data to centralize data analysis unit.				T: 2:00 P: 4:00

Training Delivery Plan for Mandatory Module: Employability and Entrepreneurship Skills
Theory Duration (HH:MM): 18:00
Practical Duration (HH:MM): 22:00

S. No.	Session Name	Session Objectives	Methodology	Tools	Duration (HH: MM)
1.	**Introduction**	1. Recognise the importance of general discipline in the class room (dos and don'ts) 2. List expectations from the program 3. Outline the objectives of the program	Classroom lecture/ PPT/Q&A	Computer, black/whiteboard, marker, chalk, duster, pamphlets/ leaflets, projector	T: 0: 30
2.	**Personal Strengths and Value Systems - Adherence to Safety**	1. Identify common health issues and tips to prevent them 2. Discuss critical safety habits to be followed by employees	Classroom lecture/ PPT/Q&A Group Discussion/ Role play/ Exercises on Health Standards	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklet, gloves, protective goggles, first aid kit, antiseptic liquid, bandages, searchlights, phone directory, fire extinguisher, safety harness, safety boots, woollen safety gloves, cotton, helmet/headgear	T: 1:00 P: 2:00
3.	**Personal Strengths and Value Systems - Understand Entrepreneurship**	1. Understand motivation with the help of Maslow's Hierarchy of Needs 2. List the characteristics of entrepreneurs 3. List the characteristics of highly creative and innovative people 4. Describe the importance of honesty in entrepreneurs	Classroom lecture/ PPT/Q&A/Group Discussion/ Practice session	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, pamphlets, leaflets, models and cut-diagrams on Maslow's Hierarchy of Needs	T: 1:00 P: 1:00
4.	**Personal Strengths and Value Systems - Positive Attitude and Time Management**	1. Discuss how to maintain a positive attitude 2. List own strengths and weaknesses 3. Discuss and apply time management and its techniques 4. List the traits of effective time managers 5. Apply tips for anger management and stress management	Classroom lecture/ PPT/ Q&A/ Group Discussion/ Roleplay	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, pamphlets, leaflets on anger management, activity on strengths and weaknesses	T: 2:00 P: 1:00
5.	**Digital Literacy: A Recap - Computer Terminologies**	1. Identify basic parts of a computer keyboard and their functions 2. Explain basic computer terminology 3. Discuss main applications of MS Office 4. Discuss the benefits of Microsoft Outlook	Classroom lecture/ PPT/ Q&A/ Group Discussion/ Practical Activities	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, pamphlets, keyboard, mouse, MS Office software, CPU, Monitor	T: 2:00 P: 2:00

S. No.	Session Name	Session Objectives	Methodology	Tools	Duration (HH: MM)
6.	**Digital Literacy: A Recap - E-commerce and Digital Transactions**	1. Identify different types of e-commerce 2. Explain benefits of e-commerce for retailers and customers 3. Describe how to sell a product or service on an e-commerce platform 4. Identify the modes of digital transactions 5. Explain the uses of digital transactions	PPT/ Q&A / Group Discussion/ Practical Activities	Computer/laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, E-Wallet soft wares such as PayTM, SBI buddy, etc.	T: 1:30 P: 1:00
7.	**Money Matters – Ways to Save Money and Online Banking**	1. Recognise the importance and benefits of saving money 2. Discuss types of bank accounts 3. Illustrate bank account opening process 4. Discuss the uses of online banking	Classroom lecture/ PPT/ Q&A/ Practical Activities/ Roleplay	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, Passport, driving license, Voter ID card, PAN card, Aadhaar card, sample KYC document, bank opening form (can be downloaded from the Internet)	T: 1:30 P: 1:00
8.	**Money Matters - Costs and Investments**	1. Differentiate between fixed and variable costs 2. Describe types of investment options 3. Identify the different types of insurance products and types of taxes 4. Describe the main types of electronic funds transfers	Classroom lecture/ PPT/ Q&A / Practical Activities	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, pamphlets on insurance products and taxes	T: 2:00 P: 1:00
9.	**Preparing for Employment and Self-Employment - Interview Preparation**	1. Follow the steps to prepare for an interview 2. Create an effective Resume 3. Identify and discuss most frequently asked interview questions 4. Identify basic workplace terminology	Classroom lecture/ PPT/ Q&A Practical Activities/ Roleplay	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, sample CVs, Mock interviews, role plays, FAQs, quiz on basic workplace technologies	T: 2:00 P: 4:00
10.	**Entrepreneurship - Use Effective Communication Skills**	1. List the traits of an effective team 2. Apply effective listening, speaking techniques 3. Identify problem-solving traits 4. Identify failure dealing techniques	Classroom lecture/ PPT/ Q&A Practical Activities/ Roleplay	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector	T: 1:30 P: 3:00

S. No.	Session Name	Session Objectives	Methodology	Tools	Duration (HH: MM)
11.	**Aspects related to Entrepreneurship**	1. Concept and significance of entrepreneurship and the characteristics of entrepreneur 2. List the qualities and benefits of an effective leader 3. Follow the entrepreneurial process and its ecosystem 4. Recognise purpose of Make in India campaign 5. Define relationship between entrepreneurship, risk appetite and entrepreneurship and resilience	Classroom lecture/ PPT/ Q&A / Practical Activities/ SMART Goal Writing Activity / SWOT activity/ Group Activity	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, pen and paper individual exercise, charts, coloured pens, poster making on the Entrepreneurship ecosystem	T: 2:00 P: 3:00
12.	**Ways to Become Successful Entrepreneur**	1. Discuss how to identify new business opportunities within your business 2. Describe the different types of entrepreneurs 3. Recall entrepreneur success stories 4. Identify key schemes to promote entrepreneurs 5. Discuss the characteristics of a resilient entrepreneur	Classroom lecture/ PPT/ Q&A/ Practical Activities/ SMART Goal Writing Activity / SWOT activity/ Group Activity	Computer/ laptop, black/whiteboard, marker/chalk, duster, instruction booklets, projector, pen and paper individual exercise, charts, coloured pens, poster making on the entrepreneurship ecosystem	T: 1:00 P: 3:00
Total Duration					**40 Hrs**

Notes

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for ASCI- Animal Health Worker	
Job Role	**Animal Health Worker**
Qualification Pack	**AGR/Q4804**
Sector Skill Council	**Agriculture Skill Council of India**

S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion
6.	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7.	In case of *unsuccessful completion*, the trainee may seek reassessment on the Qualification Pack.

				Marks Allocation	
Assessment Outcome	**Assessment Criteria**	**Total Marks (800)**	**Out of**	**Theory**	**Skills Practical**
1. AGR/N4801 Controllin g / restraining of animals	PC1. Prepare and make the animal to cooperate during handling.	**100**	20	5	15
	PC2.determine flight zone and point of balance of the animal and approach, hold animal securely and safely.		15	5	10
	PC3.achieve minimum stress and injury to the animal.		5	3	2
	PC4.ensure zero accident.		5	3	2
	PC5.to be able to follow the prescribed procedures related to each tools and equipment.		30	5	25
	PC6.protect oneself from any physical injury arising out of animal handling.		5	3	2

	PC7.use various personal protective materials / equipment.		10	5	5
	PC8.assess the risk of diseases which can be transmitted from animal to human.		10	5	5
			100	**34**	**66**
2. AGR/N4802 Implementing regular preventive animal health care program.	PC1.use point of care / field data collection tools (including electronic / mobile based data collection) as per given specifications.		5	1	4
	PC2. ensure species / population or sample / geographical /Specific area coverage for data collection as per given instruction.		5	1	4
	PC3.regularly collect and submit health, production and breeding data related to attended individual / herd of animals to appropriate authority on time as per given format / criteria.		5	0	5
	PC4.undertake appropriate action which is just for a farmer / client as far as preventing occurrence of preventable known disease(s) in his / her animal / farm is /are concerned.		5	1	4
	PC5.take only such actions / use product / follow procedure which is prescribed in the guideline for the scheduled diseases(s).		5	2	3
	PC6.create future demand for preventive services by appropriately communicating the risk.		5	1	4
	PC7.Ensure high rate of voluntary compliance of bio-security norms.		7	1	6
	PC8.schedule vaccination program at appropriate time ensuring technical requirement related to environment and convenience of farmer / client.	**100**	5	2	3
	PC9. identify sick animals or animals not fit for vaccination.		5	1	4
	PC10.be prepared to face any emergency situation following vaccination.		5	1	4
	PC11.report side-effect (if any)		5	1	3

	PC12.conduct self-evaluation of procedure of procurement / infrastructure for storage etc. and use of vaccines from appropriate source only.		5	2	3
	PC13.ensure cold chain and compliance of other guideline during transport to farmers / clients place and point of use.		5	2	3
	PC14.rotate vaccine stock in hand so that oldest vaccines are used first, ensuring that no vaccine is used after expiration date.		5	2	3
	PC15.follow all scientific guideline related to vaccine administration procedure e.g. use of appropriate dose, use of separate syringe for different vaccines etc.		10	1	9
	PC16. follow local area guideline regarding species, age and season of de-worming.		5	0	5
	PC17.use only permissible products, following appropriate dose and procedure of administration (As per directive of supervising veterinarian)		2	2	0
	PC18.use only permissible products, following appropriate dose and procedure of use / application.		2	2	0
	PC19. ensure scale of operation by involving maximum number of farmers in a given area.		1	1	0
	PC20. take precaution for minimum effect on animal / immediate environment.		2	0	2
	PC21.ensure record of given vaccine and administration related information (individual / herd level) along with batch numbers etc. as per given format.		2	1	1
	PC22.timely report vaccine failure to appropriate authority as per format.		1	1	0
	PC23.support laboratory for sample test etc. as per directive for monitoring of success of vaccination program.		2	0	2
	PC24.ensure herd coverage and continuity of vaccination program.		1	1	0
			100	**27**	**73**

3.AGR/N4805 Veterinary first aid	PC1.prepare aseptic solution		5	2	3
	PC2.diagnose emergency situation and use common suggested medications / follow precautions as per manual.		25	10	15
	PC3.describe common symptoms of diseases in animals and report accordingly.		15	8	7
	PC4.identify common infectious / scheduled animal diseases and ensure timely reporting of the same.		7	5	2
	PC5. Identify from symptoms the cause of the accident.		8	2	6
	PC6.assess the severity of the accident and suggest for consultation with veterinarian.		5	5	0
	PC7.provide basic / immediate care as specified for each type of accidents.		15	5	10
	PC8.to be able to stop bleeding, clean and protect the wound.		10	2	8
	Pc9. to be able to ensure aseptic handling and protection of the prolapsed organ(s) before the arrival of veterinarian.	**100**	10	2	8
			100	**41**	**59**
4.AGR/N4807 Assisting government agencies in animal disease control	PC1. Relate to multiple factors that can predispose or cause spread of diseases.		8	8	0
	PC2.appreciate the 'one health approach' in controlling diseases and cooperate with partnering agencies (s).		5	5	0
	PC3.Ensure local resources (e.g. support materials, skills and abilities of local people) to strengthen government effort at reaching out to farmers for events like vaccination camps etc.		7	3	4
	PC4.update government records on livestock markets / farms.		5	5	0
	PC5. Engage with officials of local self-government and market institutions.		8	5	3
	PC6.guide implementation of approved government guideline related to market operation, cleaning etc.		8	2	6

	PC7.describe routes in relation to approved maps / known border areas.		5	3	2
	PC8.apply judgment regarding nature of trade / frequency of movement / animal holding areas, volume etc.		5	0	5
	PC9.report animal movement as per standard format.		5	3	2
	PC10.understand common activities from farm to fork, relationships between various types of people, movement of goods in livestock / poultry related business.		5	3	2
	PC11dentify risky practices and report to veterinarians / superior officers.		8	5	3
	PC12.follow directive and guideline.		5	5	0
	PC13.use standard format for reporting.	**100**	5	5	0
	PC14. ensure humane culling methods		8	3	5
	PC15. Ensure scientific disposal of culled carcasses as per guideline.		8	3	5
	PC16 ensure use of appropriate disinfectant and adoption to prescribed procedure of application.		3	0	3
	PC17.ensure coverage of areas / farms as per suggestion of government authority.		2	2	0
			100	**60**	**40**
5.AGR/N4808 Assisting in veterinary extension services	PC1.understand and explain the applicability and benefit associated with common approved technology(s) / best practice(s) in the context of local situations, opportunities and constraints.		35	10	25
	PC2.give feedback on technology application in field and need for improvement (if any).		10	2	8
	PC3.organize extension events based on farmer convenience and seasonal suitability.		15	2	13
	PC4.understand and explain quality parameters regarding various farm inputs.		15	5	5

	PC5.scout sources, plan and organize farmers for intelligent (timely, quality and cost based) procurement of inputs.		10	3	7
	PC6.keep record that can help make farmer meeting and farm school activities 'targeted' and 'need based'		10	2	8
	PC7.use modern communication devices, audio-visual aids to explain farmers / clients.	**100**	10	1	9
			100	**25**	**75**
6.AGR/N4810 Development program implementation and marketing in livestock sector	PC1. Promote awareness of programs and help in targeted beneficiary selection as envisioned in the promoted project / program.		10	5	5
	PC2.work with selected project beneficiaries in implementing activities as envisaged in promoted programs.		10	4	6
	PC3.attend and cooperate during meetings / programs of farmer's institutions / panchayats.		10	3	7
	PC4.inform / involve farmer leaders / panchayat functionaries in selection of program beneficiaries.		10	2	8
	PC5.facilitate organization's / panchayat's endeavor to ensure convergence of development projects for synergy.		5	5	0
	PC6.motivate and handhold formation of self-help groups.		15	5	10
	PC7.guide farmers on business options and basic economics of various livestock linked activities.		15	6	9
	PC8.motivate farmers to produce for market and ensure aggregation, collective marketing of livestock products.		10	5	5
	PC9.provide market related e.g. prices etc. information to farmers.		7	2	5
	PC10.provide information on livestock farm inputs e.g. feed, fodder, supplements etc.	**100**	8	8	0
			100	**45**	**55**

7.AGR/N4813 Assisting in animal welfare, breed conservation and disaster management	PC1.explain the cruelty for effective reporting.	**100**	10	5	5
	PC2.explain stakeholders on common prevention and protection strategies related to common conflict situation.		10	4	6
	PC3.scout and engage with interested breeding farms / goshala's (Protective shelters for cows in India) for conservation of purebred animals.		10	5	5
	PC4.help in stocking (as a preparedness) and mobilization of feed / fodder at the time of disasters.		10	2	8
	PC5.work with community and disaster management authorities to provide safe passage to animals / livestock.		25	10	15
	PC6.provide care / shelter to animal in distress		15	5	10
	PC7.undertake appropriate measures for carcass disposal.		10	2	8
	PC8.undertake culling and other measures suggested in case of disease related emergencies.		10	5	5
			100	**38**	**62**
8.AGR/N4821 Implementation of animal breeding services in small farm animals (if required)	PC1 help farmers / clients with information on sources of good breeding animals.	**100**	10	2	8
	PC2.assist farmers / clients in selecting animal with proper breed and other characteristics for breeding purpose.		10	5	5
	PC3.detect heat in animals such as goat and pigs.		10	5	5
	PC4.use semen of appropriate quality and blood level.		5	5	0
	PC5.follow protocols pertaining to farm bio-security, safety, hygiene and animal welfare.		10	5	5
	PC6.follow the prescribed procedures in handling semen straw and in conducting insemination.		20	8	12
	PC7. conduct artificial insemination in time.		5	5	0
	PC8.guide farmers / clients on common infertility issues and their handling.		5	5	0

	PC9.guide farmers on appropriate feeding of breeding animals e.g. mineral supplementation etc.		5	5	0
	PC10.guide farmers on maintaining optimum number of animals based on breeding plan and suggested performance goal.		5	2	3
	PC11.guide / assist farmer in handling common difficulties related to animal birth.		5	1	4
	PC12.use field data collection tools (including electronic reader / mobile based data collection) as per given specifications.		5	1	4
	PC13.provide organization with standard required information such as semen used; time of heat, time of insemination, kid /piglet born etc. needed to monitor breeding services.		5	1	4
	Total		**100**	**50**	**50**

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for theory and Skills Practical
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skill Practical
- Explain that for the first NOS, 34 marks are allotted for Theory and & 66 for Skills Practical

Notes

Annexure III

Key Solutions to Exercises

Module 1

Unit 1.1

1. Refer components of capabilities and livelihood equation in unit 1.1
2. Refer livelihood equation. One should focus on improving the skills related to the related sector.

Unit 1.2.

1. Different types of village resources are:
    1. Natural Resources E.g. Land, Water etc.
    2. Man-made resources or assets of the village E.g. A hospital, connecting road

Unit 1.3.

1. Role ad responsibilities of animal health worker: Hint:
    - Provide preventive care to animals as per guideline of veterinarian: Implement preventive care measures e.g. vaccination, deworming, bio-security, etc.
    - Provide basic first aid to animals: Understand symptom of diseases, provide care as directed by veterinarian, Cleaning and washing of wound, dressing of wound, apply ointments, first aid.
    - Assist public agencies in animal disease control: Create awareness about the disease preventive measures, data collection, disease reporting, maintaining bio-security provision, prevention of risky practices, culling and disposal of animals.
    - Assist in animal husbandry extension: Promotion of best practices and appropriate technologies related to farming e.g. feeding, housing, management, breeding etc.
    - Assist in implementation of development programs e.g. Engagement with farmers' institutions, facilitation of marketing of farm inputs and products etc.

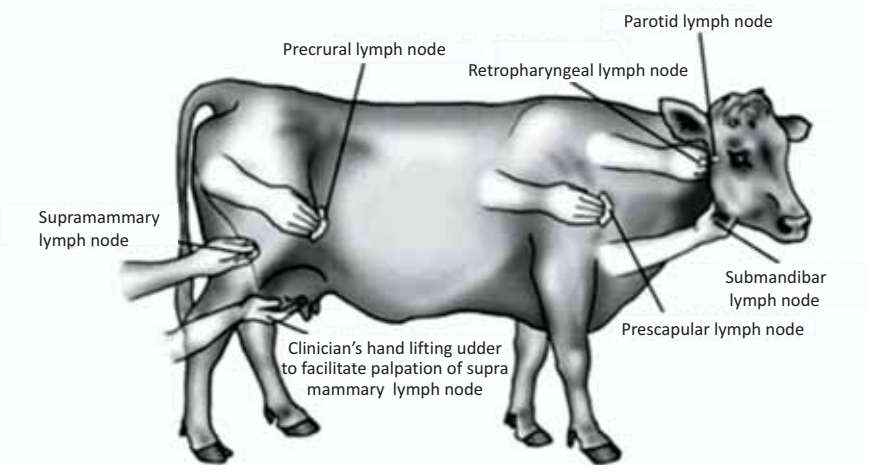
Module 2

Unit 2.1

1. Match the case:

a.	Cow	Calf
b.	Mare	Foal
c.	Hen	Chick
d.	Sow	Piglet
e.	Eve	Lamb

2. Position of lymph nodes:



3. Functions of Wattles:

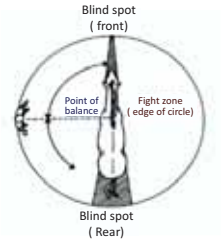
a. Cooling: Wattles are part of chickens' heat regulation system. They are unable to sweat and cool themselves through their blood circulation. The overheated blood pass through the capillaries and veins of wattles and combs and is air cooled reducing the internal body temperature.

b. Determine chicken Health.

c. Indicate sex maturity.

Other parts of the integumentary system: skin, feathers and the appendages (claws and beak).

Unit 2.2.

1. 

2. Approach All Animals with Caution. Take care to avoid blind spots and approach animals slowly so that they are always aware of your presence. Talk softly as you approach an animal so it hears you coming.

3. Precautions:

1. Use the flight zone and balance lines to make cattle move in the direction you want.
2. Use a waddy or flag.
3. Watch what's happening around you.
4. In dangerous situations, turn side-on to cattle.
5. Close gates behind you so other animals can't enter unexpectedly.

Unit 2.3

1. Common farm animal behaviour:

a. Most animals respond to calm, gentle, and consistent handling.

b. Most livestock rely heavily on their senses of smell, hearing, and to a lesser extent, sight. The ears of cattle are very sensitive. They easily get stressed by loud noises. Similarly, they can be calmed by playing soothing music.

c. The best way to calm cattle is by scratching under the neck and behind the ears, areas they find difficult to access.

d. Farm animals are considered as social animal and their behaviour are strongly dependent on other members of the herd. It is stressful for a livestock to be removed from their herd. All Livestock become uneasy or nervous when their ordinary routines or familiar surroundings changes.

e. Livestock detect people by their movement, which is much more important to animals than what is moving, or the location, color, or identity of the moving object. A handler's excited or aggressive movements may cause animals to stop and watch the activity rather than respond to the handling. Therefore, it is important to move calmly and steadily when handling animals.

f. Livestock can develop individual behaviour patterns such as kicking or biting. Lack of movement and close confinement is a factor that leads to behaviour like licking or biting of stall equipment in cattle.

g. Pig and cattle are generally colour blind and have poor depth perception. This results in an extreme sensitivity to contrasts, which may cause an animal to hesitate at shadows or rapid changes from light to dark.

h. Cows also have a tendency to kick toward a side with pain from inflammation or injuries. For example, if a dairy cow is suffering from mastitis in one quarter, consider approaching her from the side of the non-affected udder.

i. Livestock with young exhibit a maternal instinct. They are usually more defensive and difficult to handle. When possible, let the young stay as close to the adult as possible when handling.

j. Animals respond to the way they are treated and draw upon past experiences when reacting to a situation. For example, animals that are chased, slapped, kicked, hit or frightened when young will naturally fear being approached.

k. The standing and lying behaviour patterns in dairy cows especially after milking may reduce the risk of udder infection. Incident of Mastitis was lower in the herd that were given fresh feed after milking both in the morning and afternoon

Unit 2.4

1. Restraining of individual cows and buffaloes Halters and ropes can be useful for handling cattle and for moving them. Soft rope or leather strap can be used for this purpose. The following precautions must be kept in mind while restraining animals. (i) Cows are generally more nervous than other animals. Always announce your presence when approaching a cow and gently touch it.

(ii) If a cow tends to kick, consider using a rope. Do not permit workers to talk loudly. Gentle cows can be dangerous while defending their calves and such information should be shared with the visitors and new workers.

(iii) Special care is required for handling the breeding bulls. The handler should never come in direct contact with a breeding bull.

(iv) Keep small children and strangers away from the animals.

(v) Cattle can be difficult to handle if you force them to act in ways that are not natural for them.

Restraining small animals like sheep and goat Sheep and goat are restrained by means of hand or an arm under the neck with the other arm placed on or around the rear side. Lifting or dragging sheep by the fleece, tail, ears, horns or legs is unacceptable and dangerous. Devices such as harnesses, tethers and yokes of suitable material are properly fitted and adjusted.

2. Casting of an animal means making the animal fall on the ground. Animals are cast for various reasons like surgical operations, hoof trimming, etc., to prevent accidents during handling. In a large farm, a casting pit is set up to avoid injury during casting of animals. Casting pit is a circular area of about 8 metres diameter which is filled with bedding materials like sand, wheat straw, saw dust, etc.

The following two methods are used for casting of large animals.

- Reuff's method
- Burley method of casting

Unit 2.5

1. Some important rules to help you ensure personal safety:
   - Stay current on appropriate vaccinations, such as tetanus and rabies.
   - Wash your hands frequently with antibacterial soap, especially after handling any animal and prior to eating
   - Wear long pants and sturdy shoes or boots.
   - Immediately disinfect scratches and bite wounds thoroughly.
   - Always practice safe and humane animal-handling techniques and learn to use proper equipment where available. Seek assistance when handling animals whose dispositions are questionable
   - If exposed to tick-infested areas, check your body and clothing frequently. Use tweezers and wear gloves to remove ticks, taking care not to squeeze or puncture the body of the tick. Report any bites or injuries and seek medical treatment as appropriate.
   - Tell your physician that you work closely with animals, and visit him or her regularly

2. Use of personal protective equipment (PPE):
   - Gloves · Surgical Masks
   - Safety shoes / boots with steel caps.
   - Coveralls / Dungarees (work wear) or designed safety trousers with protective lining on front side.

Module 3

Unit 3.1

1. Example of health record to be maintained by an animal health worker for inspection of his / her supervisor.

Record Book of ..... (Name of the Animal Health Worker) Page No.....

Date: Sl. No. 1. Name and detail address of the farmer: (With service area code- if any)

.....

..... 2.

Name or Identity of animal (s) or Identity of herd / flock (Note farm premises ID code –if any)

..... 3.

Detail description of: Species, breed, age, sex, weight, production status (where appropriate)

..... 4.

Individual / herd / flock vaccination details: (Vaccine name, date given etc.)

.....

..... 5.

History / Observation of surrounding (Indicate previous ailments).

.....

..... 6.

Symptoms observed on animal / flock of birds.

.....

.....

7. Physical examination findings

.....

8. Provisional diagnosis

.....

.....

9. Comment / direction of supervising veterinarian (if any) (Note me and mode of communication)

.....

.....

10. Action taken on comments of supervisor:

.....

11. Note on conducted lab test / findings (If any, as per direction of supervising veterinarian)

.....

12. Final diagnosis by supervisor (Indicate disease code given by organization for online data entry)

.....

.....

13. Treatment initiated or advices given (As per consultation with supervising veterinarian)

.....

.....

14. Note on follow up (Indicate date of visit and cavity conducted)

.....

.....

15. Closing remark

.....

.....

16. Signature of supervising registered veterinarian with comment on closing:

.....

3.

Unit 3.2

1. For an animal health worker, observation and history taking is not limited to a situation where a visiting farmer or an owner reports a problem. He should proactively, engage with farmers within the community and conduct observation and take history of day to day events from owners as or when possible.
2. As an animal health worker you need to work hard to improve your communication and observation skills. As you will learn more about animal diseases and work in field conditions, you will automatically acquire the skill of asking relevant question.
3. Listening to owner and asking relevant questions is called 'history taking'.
4. The questions you need to ask an owner can be grouped in to following categories: · Immediate history: what is the presenting problem? · Past history e.g. if the symptoms were reported previously also?. Nutritional history e.g. Is there any change in feeding practice? · Environmental history e.g. Did the animal graze on a marshy land?
5. There are number of diseases which are species and age specific. Good history taking can help to rule out some specific disease immediately

Unit 3.3

1. Measuring body temperature:

Mercury thermometers are most commonly used device for measuring body temperature. The mercury stops at a certain point depending upon the body temperature of the animal

a. Control the animal. Move the tail to the side.

b. Put the thermometer gently into the anus, as far as possible Following the insertion of 2/3 rd of thermometer into anus gently, do not forget to make a slight inclination so that the thermometer touches the rectal wall.

c. Keep a firm grip on the thermometer, if the animal defecates or coughs the thermometer could come out or go into the rectum.

d. Every time you use the thermometer clean it with cold water and soap or disinfect it afterwards.

e. Do not wash the thermometer in hot water or leave it in the sun.

f. Do not touch the bulb of thermometer as this could change the reading.

Unit 3.4

1. Parasites are organisms that have to live on or in other organisms, such as animals, in order to survive. Most parasites are easy to see, although some mites and the early stages of worms can only be seen under a microscope.

2. Transmission of Infectious diseases takes place by:

- Direct contact between animals. Germs in feed and water.
- Faeces and urine from sick animals.
- Discharges from eye, nose and mouth.
- Through semen of infected animals
- Flies, ticks, lice and fleas.
- Dirty housing or shelters.

Unit 3.5

1. Common animal diseases:

i. Milk Fever Cattle: The disease usually occurs in 5 to 10-year-old cows, and is chiefly caused by a sudden decrease in blood-calcium level, generally within 48 hours after calving. Most common 2nd stage symptom is sternal recumbence (sing up on the brisket with the legs tucked under the body) and deviation of head towards the le flank region. The use of the word fever is a misnomer and there is no rise of temperature in milk fever.

ii. Bovine Tuberculosis (TB) in Cattle:

TB usually has a prolonged course, and symptoms take months or years to appear. The usual clinical signs include: weakness, loss of appetite, weight loss, fluctuating fever, intermittent hacking cough, diarrhoea and large prominent lymph node.

iii. Brucellosis in Cattle, goats, camels, dogs, and pigs:
The most obvious signs in pregnant animals are abortion or birth of weak calves. In case of infected bull there is swelling of testicles. It causes severe economic loss due to decreased milk production, weight loss, loss of young, infertility and lameness.
iv. Tropical Theilerioses in Cattle, Yak, Buffalo (mild):
This is a ck born disease. anaemia is often feature of the disease. Characteristic signs include fever and swollen superficial lymph nodes.
v. Bovine babesiosis (Red water) in Cattle, Buffalo Bovine:
The typical symptom of the disease is high fever and production of dark red or brown-coloured urine.

2. The most obvious symptoms of clinical mastitis are abnormalities in: The udder such as swelling, heat, hardness, redness, or pain; and. The milk such as a watery appearance, flakes, clots, or pus.

Unit 3.6
1. A disease that can be transmitted from animals to people or, more specifically, a disease that normally exists in animals but that can infect humans. There are multitudes of zoonotic diseases.
Some examples include: anthrax. ascariasis

2. Some of the zoonotic diseases related to farm animals are:
- Anthrax
- Brucellosis
- Campylobacters
- Leptospirosis
- Listeriosis
- Q fever
- Rabies
- Ringworm
- Salmonellosis
- Tuberculosis
- Influenza (particularly bird and swine influenza)

Module 4

1. Emergency Symptoms:
Refer to page 82 of Participant handbook. Some of them are:
1. Sun stroke High environmental temperature and high humidity. Animal kept in poorly ventilated house. Symptom: Sudden rise of body temperature, pulse, respiration rate while sweating and salivation are almost absent. There may be patting, frothing at the mouth, tongue hanging out, irregular gait etc. The animal becomes dull, depressed, dehydrated and thirsty.

2.Lightning stroke / Electrocution Lightning, fallen electrical transmission wires etc.
Symptom: In cases where the animal survives residual nervous signs (e.g. depression, sensitivity, blindness, paralysis) may persist for days or weeks or be permanent. Singe marks are common on medial (inside) side of legs. First aid: Symptom and handling of shock.

3. Burn injuries Exposure to thermal, chemical or electrical burns.

Unit 4.2
1. Some of the common first aid measures that should be employed in field conditions include:
1. Separation of the affected or sick animal from the rest of the herd.
2. Ensuring adequate rest and environmental comfort.
3. Application of ice cubes on the udder surface and preventing calf from sucking infected teat (in suspected cases of infection of udder)
4. Washing mouth and feet with antiseptic solutions and application of glycerine over lesions (in cases like FMD)
5. Provision of comfortable bedding materials for recumbent animals.
6. Bringing the animal to sternal recumbence (in suspected case of milk fever) and possible shifting of recumbent cows from slippery floors to non-slippery areas.

2. As in humans, cardiopulmonary resuscitation (CPR) is an emergency technique used when an animal has stopped breathing or has no heartbeat. Application of CPR is largely limited to small / newly born animals. It involves a process to do rescue breathing and chest compressions, by following three basic principles or ABCs of CPR – Airway, Breathing and Circulation.

Unit 4.3
1. First aid for fresh wound:
- If necessary, trim the hair around the wound.
- Remove any foreign material from the wound
- Clean the wound with disinfectant solution
- Dry with clean cotton.

2. Traditional Treatment:
- Grind a handful of fresh neem leaves to make a paste. Apply it on the affected area
- Tie a Piper betle (betel) leaf over the abscess to drain it. · Make a paste from 5 teaspoons of turmeric rhizome powder and 5 teaspoons of water. Apply on the abscess.
- Rub a block of Pterocarpus santalinus (red sanders wood) against a rough stone to make a powder. Make a paste from 5 teaspoons of this powder with 5 teaspoons of water and apply on the affected area.
- Crush 10-20 fresh Mentha piperita or M. cordifolia opiz (mint) leaves and apply on top of the abscess as a poulce.
- Boil 1 part of young, chopped leaves of Spondias pinnate with 2 parts of clean water. Boil for 1015 minutes. Use the decoction to wash the abscess.

Unit 4.4

1. When there is a fracture, handle the animal very carefully to avoid further injury and locate the right place of fracture. In some cases, it may require an X-ray to diagnose.

Some symptoms can easily be seen, such as:

- Pain at the site of fracture. The animal reacts strongly when the area is manipulated.
- The animal cannot bear weight on the affected side and shows difficulty in walking. · There is deformity at the site of fracture
- Hot and painful swelling near the location · Crepitus (sound produced by fractured bone) can be heard.

Handling Horn injury:

Separation of the horny cover of the horn core sometimes happens due to traumatic injury. This is called avulsion of horn. When the horn core is injured there will be bleeding from nostril on the corresponding side. The injury should be washed with cold antiseptic loon and the horn protected by means of a pad or bandage. Tincture benzoin should be poured on the injury. Application of well mixed mixture of fresh semi-solid lime (Calcium carbonate) and palm jiggery can be of help.

Unit 4.6

1. Livestock may be accidently exposed to toxic amounts of pesticides in their feed or by improper mixing of sprays or dips for external parasites. Symptoms vary with different pesticides.
2. The symptoms include:

- Difficult breathing
- Sign of 'SLUD': Salivation, Lacrimation (tears coming from eyes), Urination and Diarrhoea.
- Possible convulsions (a sudden, violent, irregular movement of the body, caused by involuntary contraction of muscle)

Unit 4.7

1. Important phases of medication:
   a. Calculation of body weight
   b. Drenching
   c. Topical application
   d. Injection

Unit 4.8

1. Important precautionary measures for safety while handling sick animal:
   a. Use a muzzle
   b. Place a light towel or cloth over the animal's
   c. One should give full concentration on the animal being handled without being distracted by other
   d. Always leave yourself an escape route while working with injured animal.

Module 5

Unit 5.1

1. Four major components of biosecurity are:

- Appropriate Management E.g. Vaccination, nutrition and animal welfare.
- Isolation (Separation and confinement of suspected / diseased animals)
- Traffic control (Includes both the traffic onto a farm and the traffic patterns within a farm)
- Sanitation (The cleaning and disinfection of materials, equipment, and vehicles entering the farm and moving between farms)

The three basic principles of bio-security are:

1. Increase animals' ability to resist disease.
2. Minimize the number of contacts that might result in disease.
3. Eliminate the source of infectious agents.

Note that as an animal health worker / veterinary assistant, you should always be careful not to introduce disease causing organisms while vising from one client farm / farm household to another. Germs can also transmit through clothes, footwear.

2. The livestock value chain can be defined as the full range of activities involving different people that are required to bring a product (e.g. live animal, meat, milk, egg, day old chick, feed, medicine, leather, fiber, manure) to final consumers passing through the different phases of production, processing and delivery.
Value chain activities are open related to the term 'Farm to Fork'. This means a range of activities starting from cultivation of various ingredients of animal feed to consuming various processed livestock products.

Unit 5.2

1. Animal disease surveillance refers to the continuous observation of diseases in a number of different population of animals within an area. It includes all regular activities aimed at ascertaining the health status of a given population of animals.
The objective of surveillance is the early detection of disease. Early detection enables early warning and an early reaction.
2. Animal disease surveillance functions include:
    1. Identification of affected disease cases
    2. Reporting of suspected disease cases
    3. Analysis of the findings, investigation for disease confirmation
    4. Initiation of preparatory steps for controlling disease and communicating the feedback to the community.

Unit 5.3

1. There are standard government biosecurity guidelines for livestock markets. Some of this include:
    1. Markets should be located away from residential areas. Weekly markets are better than daily markets as there is ample opportunity for cleaning and disinfection on any non-market day.
    2. There should be separate entry and exit points for vehicles.
    3. There should be separate designated (marked) areas for animals coming from different locations and animals of different species and age group.
    4. In areas where there are concrete facilities, all surfaces should be non-porous and/or can be easily cleaned and disinfected.
    5. There should be appropriate facility and man-power for easy observation of disease symptoms in animals entering the market.

Unit 5.4

1. Animal Health Worker / veterinary assistants open need to supervise cleaning and disinfection of premises. An important point to remember is that disinfectants will not work if the surface to be disinfected is not clean before applying the disinfectant! It is almost impossible to disinfect dirt! In other words, cleaning and disinfection are two entirely separate procedures. Any premises must be cleaned first and only after that it should be disinfected.

The cleaning procedure may involve two steps, a dry cleaning followed by a wet cleaning. The process of dry cleaning removes the organic material before the wet cleaning occurs. With the dry cleaning residual dirt, debris, stains, and organic matter, which might neutralize the disinfectant, must be removed first. Bedding, feed, and manure and any carcasses must be removed. The sills and floor should be hand scraped if necessary to remove any caked-on manure, food, or debris. Scrape, scrub, and clean all permanently attached equipment such as waterers, feeders, etc.

Unit 5.5

1. Animal health workers / veterinary assistants may require to joining disease control teams engaged in culling (killing) operations. This is however, very rare. Large scale culling operations are mostly done in case of poultry only to prevent spread of disease. The action plan of government of India for control of avian influenza suggests culling of birds by quick twisting of the neck. Animal health workers / veterinary assistants should not attempt to perform culling without veterinarians' supervision.

Disposal by burning: Once the site for burning having been decided upon, the trench should be dug. The trench should be at least 0.5m deep, shallower towards the ends, and comparing in width and length to the carcass size. General direction of the trench should be that of the prevailing wind direction. The trench is first fitted with wood, some iron bars placed across it and the carcass placed thereon. By firing the wood, the carcass will be completely consumed and with it all infections material.

In some towns and cities, municipalities / companies maintain carcass utilization or rendering plants for industrial utilization of animal's carcasses. In these plants skins are removed with due regard for the dangers of disease dissemination. After removal the skins are usually disinfected by immersion in a disinfecting solution and the remainder of the carcass, fried out for its fat, the later being used in manufacture of soap etc.

Unit 5.6

1. Prompt reporting of any disease incidence is essential for undertaking immediate control measures to prevent further spread of the disease. It also helps in achieving disease free status of the country and increase trade thereof. In many places animal health workers are being provided with mobile phones with disease reporting related designed applications. Known mobile applications like WhatsApp can also be used to send photos and videos.

Unit 5.7

- Refer to the unit 5.7., prepare the solution and take help of facilitator for demonstration and solution.

Module 6

Unit 6.1

1. Refer KASA in the unit.
2. Various Extension Methods:
   - The individual/household approach.
   - The group approach: meetings, field days, demonstrations, support to groups.
   - The school approach.
   - Mass extension methods.

Table 6.1.1 Difference between:

Sl.No.	Result demonstration	Method demonstration
1.	To prove the value of a recommended practice in the local farm is the main purpose.	To teach a new skill or old one in an improved way.
2.	The farmer is the demonstrator. He conducts the demonstration under the guidance of extension worker.	Extension worker himself or trained local leaders conducts the demonstration.
3.	The farmer who conducts the demonstration and other farmers who visit the demonstration farm may be benefited.	Participants of the demonstration may be benefited.
4.	It requires long time to complete the demonstration.	Relatively short time is required.
5.	It involves much cost.	Relatively cheap method

Unit 6.3

1. It is difficult to suggest an ideal housing system which would suit all regions of the country. There are however, two main types of animal housing system viz. Closed housing (conventional barns) and loose housing. Depending on geographical, climatic, economic conditions and traditions we find a number of variations in each type. Loose housing system is suitable for most part of India except cold areas (temperate) and high rainfall zones. For details, refer page 134 of Participant Handbook.

2. A well-designed ventilation system that is well maintained and operated properly will help to optimize air quality in the housing. The ventilation system, whether natural or mechanical, should:

- Provide adequate fresh air at all times
- Distribute fresh air uniformly without causing drafts
- Exhaust the respired moisture
- Remove odours and gases. In confinement operations, ventilation systems ensuring adequate airflow to avoid excessive heat build-up are necessary to minimize the risk of heat stress. When ambient temperatures are high, increased airflow at the animal level may assist convective cooling.

Unit 6.4

Refer unit 6.4 for detailed discussion on the questions in exercises. Some of them are illustrated as:

2. Pregnant animals need suitable ration to reduce the possibility of diseases like milk fever and ketosis at the time of calving and also to ensure adequate milk production. Water should be provided round the clock to pregnant animals with a minimum of 75-80 litres of fresh and clean drinking water daily.

Lactation-Provide green succulent forage together with leguminous hay or straw to the extent of animal can consume, so that all its maintenance requirements are met through forage feeding.

Dry period-The dry period lasts for six to eight weeks, and can be divided into two periods, the so-called Far-off period and the Close-up period. The Far-off period begins at the start of the dry period up to three weeks before calving and functions as a time for healing of the udder tissue and any udder infections. The Close-up period begins three weeks before calving up to calving itself and focuses on preparation for the next lactation. The main overarching goal during the dry period is to ensure that the next lactation runs as smoothly as possible.

7. The advantages include less field and harvest losses, many crop options, mechanization of harvesting, storage and feeding, less likelihood of weather damage during harvesting, and relatively low loss of nutrients with proper ensilage. Silage can be used in many livestock feeding programs.

Prolonged preservation of fodder in the form of silage is the key to overcome the increasing constraints in green fodder availability. Silage is fermented, high-moisture stored fodder which can be fed to cud chewing (ruminant) animals such as cattle, sheep and goats.

Nutritive values of poor quality straws can be enriched by processes like addition of chemicals. One such technique is the urea enrichment process. The urea enrichment of straws increases their nitrogen content, palatability and digestibility. Ready to feed enriched crop residue blocks are also available is some places within India

Unit 6.5

1. Assessment of a cattle or goat's body condition score (BCS) gives a visual estimate of their body fat reserves. This in turn provides useful information on feeding and health status.

A BCS scale of 1 to 10 is normally used in cattle. If the BCS of any animal falls below 3 (on a scale of 1-10), urgent action must be taken to improve the condition. Any cattle with a BCS greater than 6.0 are considered obese. The best body condition score suitable for management and trading is between 4 to 5. Body condition score changes in different stages such as during pregnancy, during dry period, early, mid and late lactation. Before one can attempt BCS, knowledge of breed characteristics is essential.

Unit 6.6

1.Selection of dairy cows: The following guidelines will be useful for selection of a dairy cow.

Whenever an animal is purchased from a cattle fair, it should be selected based upon its breed characters and milk producing ability. History sheet or pedigree sheet which are generally maintained in organized farms reveals the complete history of animals. ·

The maximum yields by dairy cows are noticed during the first five lactations. So generally selection should be carried out during First or Second lactation and that too month after calving. · Successive complete milking has to be done and an average of it will give a fair idea regarding production by a particular animal. It is better to purchase the animals during the months of October and November. · Maximum yield is noticed 90 days after calving.

Breed characteristics of high yielding dairy cows

Attractive individuality with feminist, vigour, harmonious blending of all parts, impressive style and carriage .Animal should have wedge shaped appearance of the body · It should have bright eyes with lean neck · The udder should be well attached to the abdomen · The skin of the udder should have a good network of blood vessels. All four quarters of the udder should be well demarcated with well-placed teats.

Unit 6.7

1. The key important factors that influence milk quality are:
- Feeding
- Health of the animal
- Milking process / milking environment

2. It is due to the cattle/animal under medical treatment.

Module 7

Unit 7.1

1. Animal health and livestock sector improvement is directly and indirectly linked to sustainable development goals (Refer to this unit for details in Participant Hand book)

Unit 7.2

1. If any animal on your farm is confirmed to have Foot and Mouth Disease (FMD), all animals on the farm that could get sick (cattle, swine, sheep and goats) may be euthanized and disposed of to control the further spread of the disease. There are steps you can take to help prevent FMD from entering your farm. Refer to the veterinarian for instructions.

Module 8

Unit 8.1

1. Animal cruelty means inflicting suffering, distress, pain on animal.

2. Some of instances of common cruelty: Starve unproductive animals, Diseased or weak animal overloaded and over worked to pull vehicles, lashing, whipping and torture of such animals, exhibition of blood sports, using animals such as bulls, rams and cocks.

The cruelty inflicted on animals is an offence punishable under the Prevention of Cruelty to Animals Act 1960.

2. Ecological importance: Wildlife helps in maintaining the balance of nature. Killing of carnivores leads to an increase in the number of herbivores which in turn affect the forest vegetation, thus due to lack of food in the forest they come out from the forest to agriculture land and destroy our crops.

Unit 8.3

1. The key elements to managing animals in disaster are food, water and shelter. The lack of any of these factors, or a scarcity of one or more, can lead to a slow death for livestock.
During drought, poor quality forage and limited energy intake leads to decline in production and adversely affects fertility. It is known that parasite eggs tend to concentrate more in the lower part of the forage plants, thus short pastures due to drought conditions can increase the potential parasite load. This would tend to suggest that strategic parasite control programs are more important during drought situations.

2. Role of animal health worker / veterinary assistant in disaster management:

- Help in stocking (as preparedness) and mobilization of feed / fodder.
- Work with community and disaster management authority to provide safe passage to animals / livestock. To provide care / shelter to animal in distress.
- Undertake appropriate measure for carcass disposal.
- Undertake culling and other measures in disease related emergency under the guidance of authority.

Module 9

Unit 9.1

1. 1.9, 2. Reproductive , 3. 7 Months, 1year 4. 145-156 days

Unit 9.2

Consult the local veterinarian for the detailed information.

Unit 9.4

1. PVC insemination sheath designed with an insert for use with both ½ cc and ¼ cc wick and powder plug straws, Barb Style All-2-Mate gun or Spiral All-2-Mate gun.

2. Artificial insemination (AI) involves collection of semen from a buck and transfer of the semen to the reproductive tract of the doe. Does can be inseminated with either fresh semen or with commercially available frozen semen. For step wise details, refer to page 232 of Participant Handbook.

Unit 9.5

1. Parturition or "calving" is generally considered to occur in following stages/phases:
Stage 1: The first stage of parturition is dilation of the cervix. The normal cervix is tightly closed right up until the cervical plug is completely dissolved.
Stage 2: The second stage of parturition is defined as the delivery of the new born.

Unit 9.6

1. Poor animal nutrition (energy and micronutrients), diseases of genital organs, infectious diseases and venereal diseases, such as BVDV, IBR, and leptospirosis; trichomoniasis (trich) and vibriosis (vibrio), Bull infertility etc.
2. Appropriate feed and nutrition right from birth of the animal including adequate quantities of mineral (particularly copper) is the most important factor of animal fertility.
3. Copper

Notes

Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

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ASCI
Agriculture Skill Council of India

Address: 6th Floor, GNG Building, Plot No.10
Sector - 44 , Gurgram - 122004, Haryana, India
Email: info@asci-india.com
Web: www.asci-india.com
Phone: 0124-4288322,4047488,4046678
CIN No.: U93000HR2013NPL048073