







Facilitator Guide







Sector Automotive

Sub-Sector Road Transportation

Occupation **Driving**

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Chauffer/ Taxi Driver

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Shri Narendra Modi Prime Minister of India



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About this Guide -

Indian Auto Industry is one of the largest in the world. The industry is expected to contribute 10% to India's GDP as per Automotive Mission Plan 2016-26 and create 65 million additional jobs. The sector offers big potential for jobs across the length and breadth of the country. In line with the rapid technological advancement in this field, there are exciting prospects for a fulfilling career in this industry.

This book is designed to enable a candidate to acquire skills that are required for employment. The content of this book is completely aligned to the National Occupation Standards QP/NOS and conform to the National Skills Qualification Framework (NSQF).

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this Guide are described below.

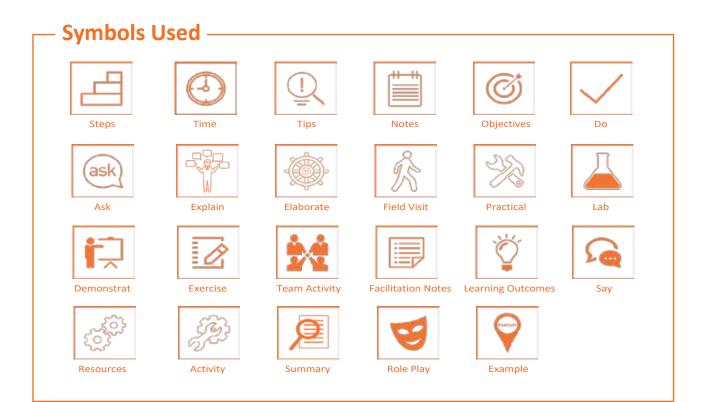


Table of Contents

S.No.	Modules and Units	Page No.
1.	Introduction	1
	Unit 1.1 – Introduction to Automobiles	3
	Unit 1.2 - Classification of Automobiles	6
	Unit 1.3 – Invention of Automobiles	8
	Unit 1.4 – Job Role of Chauffeur/Taxi driver	11
2.	Assess and Ensure Road Worthiness of the Vehicle (ASC/N9703)	15
	Unit 2.1 - Vehicle Road Worthiness	17
	Unit 2.2 - Basic Technical Check Before the Trip	19
	Unit 2.3 - Escalation of Technical Problem	22
3.	Coordinate With Control Room and Reach to the Customer Pickup Point (ASC/N9706)	51
	Unit 3.1 - Compliance to Duty	53
	Unit 3.2 - Control Room Coordination	58
	Unit 3.3 - Escalation of Problems	61
4.	Drop the Customer Safely Using the Quickest Route and Collect the Applicable Fare (ASC/N9707)	67
	Unit 4.1 - Conformance to Standard Driving Practices	69
	Unit 4.2 - Picking and Dropping Passenger and Fare Collection	73
	Unit 4.3 - Conformance to Traffic Regulation	77
	Unit 4.4 - General Conduct on the Road	87
5.	Coordinate Schedule and Complete the Assigned Activities (ASC/N9719)	91
	Unit 5.1 - Compliance to Duty	93
	Unit 5.2 - Schedule Coordination and Execution of the Tasks	96
	Unit 5.3 - Customer Centricity on the Job	100
6.	Drop the Customer Safely Using the Quickest Route (ASC/N9720)	103
	Unit 6.1 - Conformance to Standard Driving Practices	105
	Unit 6.2 - Picking and Dropping Passengers	107
	Unit 6.3 - Conformance to Traffic Regulation	110
	Unit 6.4 - General Conduct on the Road	112



7.	Work Effectively as Team (ASC/N0002)	115
	Unit 7.1 - Interact & Communicate Effectively With Colleagues Including Member in the Own Group as Well as Other Groups	117
	Unit 7.2 - Organizational Context	128
	Unit 7.3 - Technical Knowledge	136
8.	Practice Health Safety & Environment and Security Related Guidelines (ASC/N0012)	139
	Unit 8.1 - Performance Criteria for Healthy, Safe & Secure Work Environment	141
	Unit 8.2 - Knowledge & Understanding: Healthy, Safe & Secure Work Environment	146
	Unit 8.3 - Limit Damage to People/Client and Public	150
	Unit 8.4 - Organizational Context	155
	Unit 8.5 - Technical Knowledge	162
9.	Employability & Entrepreneurship Skills	171
	Unit 7.1 – Personal Strengths & Value Systems	175
	Unit 7.2 – Digital Literacy: A Recap	205
	Unit 7.3 – Money Matters	215
	Unit 7.4 – Preparing for Employment & Self Employment	233
	Unit 7.5 – Understanding Entrepreneurship	249
	Unit 7.6 – Preparing to be an Entrepreneur	273
10.	Annexure	291
	Annexure I: Training Delivery Plan	292
	Annexure II: Assessment Criteria	29 8





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1. Introduction

- Unit 1.1 Introduction to Automobiles
- Unit 1.2 Classification of Automobiles
- Unit 1.3 Invention of Automobiles
- Unit 1.4 Job Role of Chauffeur/Taxi Driver



Key Learning Outcomes

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

- 1. Explain what is an automobile
- 2. Describe the evolution of automobiles
- 3. Explain the scope of automotive industry in India
- 4. Explain the taxi business in India
- 5. Classify automobiles based on different criteria
- 6. Describe role and responsibilities of a chauffeur/taxi driver

UNIT 1.1: Introduction to Automobile



At the end of this unit, studentswill be able to:

- Explain what is an automobile
- Describe the evolution in automobiles

– Resources to be Used 🕍

• Facilitator can use the available objects such as a marker, duster, pen, notebook etc.

Do

- Take a parcel, mention some details such as student name, hobbies, likes, dislikes etc.
- 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 students least expect it. The person who has the parcel at that time should get out from the class.
- Those who get out should introduce themselves by providing the details mentioned in the parcel.
- The winner of the game should stand and introduce himself/herself at the end of the game.
- At last, say thanks to the students for their participation.
- Ask for feedback on the exercise of participation and what they derived out of it.

Notes for Facilitation

- Ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.
- Start with a positive and happy note.

Say 🔎

- What they understand by the word Automobile.
- We all are familiar with the word Automobile. Auto means Self & Mobile means movement/propelled) Self Movement.
- We do also understand the meaning of automobile, it could be a car, two wheeler, bus etc. having its own engine and move using wheels for goods transport or carry passengers.
- A wheeled vehicle that is powered by a motor is called an automobile. Automobiles replaced the traditional animal powered transport such as horse drawn carriages.
- Automobiles are used to transport people and goods from one location to another.
- The first car built with an internal combustion engine is the Benz Patent-Motor Wagen in the year 1885. This car ran on petrol.
- Automobiles are known by different names like:
 - o Car
 - o Motor Vehicle
 - o Motor Car
 - o Auto Rickshaw
 - o Motor Wagon
 - o Bus
 - o Truck

Ask 🤅

- Ask them about their understanding for automobile industry.
- Ask about evolution of automobiles.
- Ask about different parameters consider or vehicle classification

- Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.
- List of different type of automobiles

UNIT 1.2: Classification of Automobiles



ctives 🤘 -

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

• Classify automobiles according to their use and other conditions.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

• Greet and welcome the participants to the next session of the program.

Say

– Do

- Automobiles are classified in two categories: passenger vehicles and goods vehicles.
- Passenger vehicles are used to transport people, goods and materials of various kinds.
- There are different parameters on which automobiles can be classified i.e.:
 - o Fuel used
 - o Seating capacity
 - o Type of drive
 - o Number of axles
 - o Suspension system
 - o Automobile transmission
 - o Automobile structure

Elaborate

Automobiles can also be classified in various ways:

- 1. Automobile Fuel Used: Vehicles can be grouped according to the fuel used and are mentioned below:
 - a. Petrol vehicle -Station wagons
 - b. Diesel vehicle Trucks, Buses
 - c. Electric Vehicle Electric Car,
 - d. CNG vehicle Cars, Trucks and Buses
- 2. Automobile Seating Capacity: Vehicles can be classified based on the number of people it can carry. Vehicles grouped according to capacity are given below:
 - a. HTV (Heavy Transport Vehicles) Trucks, Buses, Dumpers etc.
 - b. LTV (Light Transport Vehicles) Pick up, Station wagon
 - c. LMV (Light Motor Vehicles) Jeep, Cars
 - d. Medium vehicle Station wagon, Tempo, Minibus and small trucks
- **3. Type of Drive:** Vehicles can also be grouped according to the position of the steering wheel. In India, almost all vehicles currently in the Indian automobile market are Right Hand Drive. Given below are the two types of drives available:
 - a. Left hand drive Steering wheel fitted on left hand side of the vehicle
 - b. Right hand drive Steering wheel fitted on right hand side of the vehicle
- 4. Number of Axles in the Automobile: A vehicle axle is a rod around which a vehicle's wheel moves or rotates. The front wheels of a vehicle will sit on an axle, turning around it as the vehicle moves.

Here the vehicles are grouped according to the number of axles the vehicle has. A vehicle will either have a single axle or multiple axles.

- **5.** Automobile Suspension System: Vehicles can be grouped according to the type of suspension used in the vehicle. Given below are the types of suspension available for vehicles:
 - a. Conventional Leaf
 - b. Independent Coil spring, Torsion bar, Pneumatic
- 6. Automobile Transmission: A conventional transmission in a car will have a clutch, and gear stick to change gears. A semi-automatic transmission comes only with a gear stick, and doesn't have a clutch. And an Automatic transmission in a car will not have both the clutch and gear stick to change gears in a car.
 - a. Conventional Maruti Suzuki Celerio
 - b. Semi-automatic Toyota
 - c. Automatic Chevrolet
- 7. Automobile Structure: The structure of a car is classified based on the shape of the car. Given below are the types of cars currently in the Indian Automobile market and an image showing how each type of car looks.

- a. Hatchback Hyundai i10, Tata Nano,
- b. Sedan Swift Desire, Honda City, Tata Tigor
- c. MUV/SUV XUV 500, Toyota Fortuner
- d. Coupe Audi RS 5,
- e. Convertible Mercedes SL Class, Mini Cooper
- f. Wagon Ertiga
- g. Van Omni
- h. Jeep Gypsy

- CB-

Explain

- How to classify the automobiles
- Classification of vehicle on different parameters

- Ask

- Ask about classification criteria of automobiles
- Ask about different parameters consider or vehicle classification

– Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 1.3: Invention of Automobiles



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

- Explain the history behind the invention of the automobile
- Explain the scope of automotive industry in India
- Explain taxi business in India and its future scope

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

- Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.

- Say

- The history of the automobile can be separated into parts based on the source of power used. More recent periods focused on developments in the utility of the automobile, its size and exterior styling as well.
- The first car produced was powered by an internal combustion engine and was fueled by Hydrogen. This was designed by François Isaac de Rivaz in the year 1808. After this Siegfried Marcus built the first petrol powered combustion engine car in the year 1870.
- The four-stroke petrol engine was patented by an inventor named Nikolaus Otto, and a similar engine was built by Rudolf Diesel, which was powered by diesel fuel.
- In the year 1885, Karl Benz the inventor made the first petrol powered automobile.
- The Ford Motor company produced the Model A automobile in the year 1903. After this it produced the Model T in 1908, which was the first ever mass-produced automobile.

- The first electric cars were introduced approximately around 1890 and were quickly replaced by the Model T ford automobiles.
- The Indian Automotive Industry is a global entity and is responsible for 7.1% of its Gross Domestic Product (GDP). India has the highest number of individuals in the working age – from 20 – 35 years and this means more people are able to buy an automobile using their earnings.
- The Government of India has created a "Make in India" initiative. This aims to make all products required by the country's economy within the country itself. The automobile sector of the country is a large part of this initiative, with the government encouraging automobile manufacturers within the country.
- Indian government has laid down a Automotive mission plan (AMP), which is



Fig 1.3.1 Outline of the Automotive Mission Plan (AMP)

- The Indian Automotive Industry has great technological capabilities, and is currently able to manufacture close to 97% of all the components needed to make a car.
- Market research and surveys have shown that the Indian passenger vehicle market is going to triple in size by the year 2026. This means there is incredible scope for growth in the Indian Automobile Industry or sector.
- The Automotive Industry is responsible for giving direct and indirect employment to over 19 Million people in the country. This means there is a lot of scope for job growth in this sector.
- The Indian taxi business is very profitable and has gained importance over the past few years. A lot of people who use their cars as taxis have started the taxi business.

- There is immense potential for new taxi services in India, with companies such as Ola, Uber and Meru being the most important cab operators in the country.
- The taxi market in India is a \$13 billion market in India. This massive taxi market in the country grows every month by a significant percentage.
- Taxi drivers in India have benefitted from the rising trend in the taxi services industry and are able to earn decent salary to support them financially.

- Explain

- Explain the government initiatives started for expansion of automobile industry in India
- Career opportunities in automobile industry in India
- List the name of car manufacturer's in India.

- Ask

- Ask about major car manufacturers in India
- Ask about career opportunities in automobile industry in India

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 1.4: Job Role of Chauffeur/ Taxi Driver



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

Describe role and responsibilities of a chauffeur/taxi driver.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

- Greet and welcome the participants to the next session of the program.
- On the basis of experience, ask 1-2 students to explain the job role of a taxi driver/chauffer.
- If someone is experienced in the field, ask him/her to explain what has been their role so far.

Say 🕒

- A taxi is a motor vehicle which is licensed to transport passengers in exchange for payment of a calculated fee. A person who drives a taxi is a taxi driver.
- A Chauffeur is similar to a taxi driver in function, except that the chauffeur will typically drive high end/expensive/ luxury vehicles and will focus more on customer service.
- Role and responsibilities of a Chauffeur/ Taxi Driver



- Chauffeur/taxi driver transports people from one Fig 1.4.1 Taxi Driver and Chauffeur
 location to another. The individual should be able to drive for several hours on a regular basis.
 Also, the taxi driver should be able to handle stressful situations which will include challenging customers.
- o To ensure the passenger/customer has a great ride, the chauffeur/taxi driver should wear clean clothes or a uniform while driving.
- o The Chauffeur/taxi driver must keep the vehicle clean and in good working condition, and report to the superior in case the problem with the vehicle can't be resolved.

o Also, he/she should keep documents such as driving license, Registration certificate, and Fitness certificate etc.

Explain

- The roles and responsibilities of a Chauffeur/taxi driver.
- The career path of a Chauffeur/taxi driver.
- The remuneration and perks of a Chauffeur/taxi driver.

– Ask 🔄

- What are the role and responsibilities of a Chauffeur/taxi driver.
- What are the skills required for a Chauffeur/taxi driver.

– Notes for Facilitation

- Summarize the main points.
- Give students some tips for how to become a successful Chauffeur/taxi driver.
- Give the students a brief overview of what all will be covered in the program.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.



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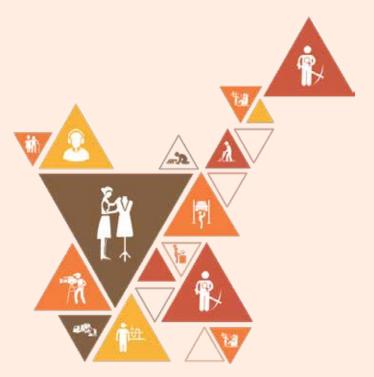


ASC/N9703



2. Assess and Ensure Road Worthiness of the Vehicle

- Unit 2.1 Vehicle Road Worthiness
- Unit 2.2 Basic Technical Check before the Trip
- Unit 2.3 Escalation of Technical Problem



Key Learning Outcomes

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

- 1. Understand the CMVR guidelines and local regulations
- 2. Inspect vehicle service documentation to find any history of technical faults or urgent servicing requirements such as oil and/or filter change
- 3. Carry out basic technical checks as per vehicle manual checklist/procedure
- 4. Report existing or probable defects to the service supervisor or senior driver in sufficient detail so they can detect the issue
- 5. Record deviations observed during the vehicle inspection and during the trip
- 6. Ensure fuel availability in the vehicle before starting the journey
- 7. Understand government initiatives to reduce road accidents
- 8. Conclude about the road worthiness of vehicle in consultation with superiors and if found unfit to decide to use another vehicle
- 9. Carry-out routine checks and regular servicing help in keeping the vehicle in good working condition
- 10. Understand company policies which cover road worthiness requirement, fundamental compliance to technical requirements and standards.
- 11. Understand organizational structure and escalation procedures within the organization

UNIT 2.1: Vehicle Road Worthiness



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

- Check that the vehicle meets basic legal and compliance related requirements as per :
 - a. The organization guidelines for example the rule books of STUs
 - b. CMVR guidelines from MORTH and other guidelines given by Road Transport Authorities such as RTOs
 - c. All associated safety, security and environmental guidelines
- Inspect vehicle service record indicative of any history of technical defects or urgent need for servicing such as oil or filter change
- Note down all deviations observed while executing point 1 and 2
- Record every associated deviation observed during the trip

- Resources to be Used 🛽

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual
- Do
 - Greet and welcome the participants to the next session of the program.
 - Before starting the session ask them do they have any doubts pertaining to the previous unit.
 - Capture their responses on board and share them wherever necessary.



- Transportation in India is governed by following rules:
 - o Central Motor Vehicles Rules (CMVR), 1989, issued by Ministry Of Road Transport and Highways (MORTH).
 - o Rules framed by State Transport Undertakings (STUs).
 - o Rules framed by Regional Transport Office (RTO) or Regional Transport Authority (RTA).

- The above rules cover the following:
 - o Licensing of drivers of motor vehicles
 - o Registration of motor vehicles
 - o Control of transport vehicles (permits to operate)
 - o Construction and maintenance of motor vehicles
 - o Safety Security and Environmental Guidelines
 - o Insurance of motor vehicles
 - o Offences and punishment for violation of rules
 - Taxi drivers have to follow the above rules without fail.
- The motor vehicle act, 1988, CMVR, 1989 and SMV Rules are the legal instruments for the conduct of road traffic in India.

Elaborate

Driving License (DL)

The motor vehicles act of 1988 states that no individual without the DL is authorized to drive motor vehicle in public place. A driving license is an official document which permits its holder to operate a vehicle and is issued by the regional transport authority (RTO) of that particular state.

Taxi driver should possess Commercial Driving License (CDL) to drive a Taxi. CDL certifies that the holder can drive in public palaces and on highways. Commercial Driving License (CDL) is issued one year after LMV (Light Motor Vehicle) license is issued to any individual.

General procedure for obtaining CDL

- 1. Submit application in the RTA office along with the following documents and pay the stipulated fee
 - o Proof of Address- Any of the following documents
 - Passport
 - Aadhaar card
 - Voter ID
 - Ration card
 - Utility bills
 - o Proof of Identity- Any of the following documents
 - Aadhaar Card
 - PAN card
 - Passport

- Birth Certificate
- X marks card
- Medical Fitness Certificate
- Certificate from Driving School recognized by the government
- 2. Attend Driving Test on the day and time intimated to you by the office.
- 3. CDL will be issued within 21 working days.

DL card has a small memory chip. Information such as name of the driver, DL Number, Date of issue, License validity, Date of birth, etc., are stored in a small memory chip and also displaced on the card.

Taxi Driver Badge

Taxi driver must have public service vehicle badge for driving a passenger vehicle in India and the taxi driver has to be renew the badge after its validity expires.

Steps to get a Badge number:

- Submit an application in RTA or Road Transport Authority along with proof of Identity like Aaadhar card and proof of address like voting card.
- Pay the fees which are typically from 300-500 Rupees (fees may vary with state).
- Badge will be issued within 2-3 weeks.

Fitness Certificate (FC)

All vehicles must have a fitness certificate in order to be registered. It is an official document which certifies that a vehicle is fit to drive at public places. This fitness certificate is issued to the Taxi by RTO after checking the taxi for roadworthiness. For a taxi the fitness certificate has to be renewed each year.

Steps to Renew Fitness Certificate:

- Submit application for renewal in the RTA office attaching copies of the documents given below:
 - o Tax token which states that the vehicle tax is paid
 - o Pollution Certificate
 - o Valid insurance certificate
 - o RC
- Pay fees for the renewal typically ranging from 200-400 INR
- Prove road worthiness of the Taxi to the Inspector using a vehicle service record with records of all maintenance and service tasks that has been performed over the years. Alternatively take the vehicle to Fitness Testing Centre with all the equipment for testing and produce the OK certificate issued by them in RTA office.
- FC is issued by the RTO office within 21 working days (may vary according to state).

Registration Certificate (RC)

The RC is an official document which serves as proof that the vehicle details are recorded by the Government of India. The RC can be obtained from the relevant RTO when the taxi vehicle is purchased, if new. The RC is valid until the Fitness Certificate is valid. The data such as Reg no., engine no.

In the RC - Vehicle model, Body type, fuel type, etc., are stored in small memory chip and also displayed on the card.

Vehicle Insurance

Vehicle Insurance is a contract between an insurance company and taxi driver that the insurance company will reimburse the expenditure for repair of the vehicle and medical expenditure after an accident, on payment of certain amount of money, called premium at regular intervals to the company. Vehicle insurance has to be renewed each year after its validity expires.

Steps to Buy/Renew Insurance for a transport vehicle:

- Submit the application form to the Insurance Company either on paper or online with relevant vehicle details such as make and model etc.
- Choose the insurance cover (amount for which the vehicle is insured against) and premium to pay and pay the premium
- Insurance certificate will be issued on same day / immediately in case of online renewal.

Pollution Under Control (PUC) Certificate

Taxi should have Pollution Under Control (PUC) certificate that states that the vehicle meets the emission and pollution control regulations as stated by the government of India (Please Refer PUC Test Limit Criteria Table below). The PUC for a taxi has to be renewed after 6 or 3 months depending on the state Norms.

TYPE OF VEHICLE	% OF CARBONMONOXIDE	HYDROCARBON MEASURED IN PPM
4 wheelers manufactured according to Pre Bharat Stage II Norms	3	1500
4 wheelers manufactured according to Pre Bharat Stage II, Stage III or subsequent norms	0.5	750
4 wheelers manufactured according to Bharat Stage IV vehicle	0.3	200

Table 2.1.1 PUC Test Limit Criteria

Road worthiness of the vehicle

Vehicle Road worthiness indicates the ability of the vehicle to meet acceptable standards for safe driving on roads in term of performance of different aggregates (Gearbox, Brake, engine etc) body condition, tyre condition, proper working of other safety parameter (Seat Belt, Wipers, all lights etc).

A large part of road accidents (around 2.8%) is caused by defective mechanism of vehicles as on year 2014. It is the responsibility of the Taxi Driver to make sure that the Taxi is road worthy all the time by checking the taxi as per the checklist provided by the agency

Few tips for checking some of the parts of your car:

- 1. Seat belts: Seat belts are used to secure the driver and passenger during accidents. The frequent usage of seat belt can minimize its efficiency. A faulty seat belt put you at risk. So it is very important to check the seat belt condition before start the trip. Tug on the seat belt slowly and then quickly to check the efficiency it. Change the seat belts immediately if any problems found. Do not start your ride with faulty seat belts.
- 2. **Mirrors:** It is essential to check all the mirrors both inside and outside the cab, so that the driver will be able to monitor the traffic conditions around the vehicle without any interruptions. Check for any cracks, positions of the both side mirrors and inside rear view mirror to avoid the accident. Make sure the mirrors are hanged firmly.
- 3. **Windows:** Checking the functioning of the windows is one of the important activity during the vehicle maintenance. Damaged windows could be the possible cause of an accident. Using laminated glass for windows can prevents the windows from shattering into several sharp pieces which can save the driver and passengers from injuries.
- 4. **Tyres:** Check the air pressure of the tires and tread according to the manual or tire pressure chart provided by the manufacturer. If the tread is worn beyond the indicator mark then it should be replaced. Tyres with proper air pressure will give good road grip and steering control. It also increases the vehicle mileage.
- 5. **Oil and Brake fluid:** Four-wheeler engine is more dependent upon the engine oil. Engine oil reduces the friction of engine and helps to run the engine smoothly. It is necessary to check the level of engine oil on a regular basis (i.e. after 20,000-30,000 miles or after 2 years), whichever is earlier.

Brake oil helps to make the brake system works properly. It is essential to check the level of brake oil in the vehicle periodically. Check the brake oil level in the brake oil reservoir which is located inside the bonnet. The oil level is supposed to fall between minimum and maximum level. If the oil level falls below the prescribed level replace the oil immediately

6. **Head Lights:** Lighting systems play a critical role in safe driving. It is mandatory to check the head lights, hazard lights, tail lights, parking lights and number plate lights are working in good conditions before start the drive. The vehicle lighting system should be in compliance with the local motor vehicle law.

Vehicle Service Record

It is also essential to make sure that servicing of the Taxi is performed according to the OEM service manual. Taxi should be left for free servicing as per the schedule indicated by the OEM without fail. Record of the vehicle services should be maintained meticulously so that the Taxi is always roadworthy.

SI. No	Details of Service	Date of servicing	Parts replaced	Date for next servicing	Expenditure

Defects found during the trip

Even after you have checked the car before starting the trip it is always possible that the car may occasionally develop a problem during the trip. You may solve with your knowledge or in consultation with senior drivers or using the aid of local mechanics. Maintain records of all the defects and remedies deployed so that you will be able to provide detailed feedback on the car to ensure that all possible actions are initiated by the agency to ensure that the problems are not repeated thereby increasing the road worthiness of the vehicle and the reputation of yourself and the organization you are working for.

Compliance to Traffic Rules and Regulations

A chauffeur/taxi driver must understand and follow the traffic rules, safe driving norms, regulations and various traffic signs enumerated in the rued farmed by various transport authorities. Taxi Driver should also know the latest amendments in rules and the fines for violating rules. Taxi driver should also be aware of the restrictions imposed on travel through certain routes announced by the traffic authorities like one way, no turn, road blocked for repair etc. to ensure that he complies with the rules and regulations. The first and most important aspect related to taxi driving is understanding the significance of traffic lights. The following table has the significance of each color of the traffic light and the action when that particular color is displayed.

Sign	Description	Description
	Red color indicates that vehicles have to stop movement	Slow down and stop the vehicle before the stop line.
	The amber indicates signal	If caught in the Amber signal in
	change from green to red	the middle of a large road
	and vice versa. This gives time	crossing do not accelerate
	to vehicles to clear the road	your car in panic but
	when the signal is changing	move ahead with care.
	from green to red.	
	Green light indicates that vehicles have to move	Look around, if safe, move smoothly.

Steady green arrow signal	Move in the direction indicated by the arrows.
Flashing Red signal	Stop completely and give the other commuters their right of way.
Flashing amber signal	Slow down and proceed with caution

Table 2.1.2 Traffic Signals

Traffic Violations and Fines in India

The motor vehicle act, 1988, CMVR, 1989 and SMV Rules are the legal instruments for the conduct of road traffic in India. Below table shows list of common offences and the consequent penalties.

Offences related to Documents

Sl. No	Offences	Section	Penalty/Sentence
1	Driving without carrying a valid DL	3 r/w 181 Motor	INR 5000 or
		Vehicle Act	imprisonment for
			up to 3 months

2	Permitting your vehicle to be driven by an	5 r/w 180 Motor	INR 5000 or
	individual who does not hold a Valid	Vehicle Act	imprisonment for
	Driving		up to 3 months
	License.		
3	Not carrying the required documents as	130(3) r/w 177	INR 500
	specified in Motor Vehicle Act while driving.	Motor Vehicle Act	
4	Driving without a Valid Auto Insurance.	130 r/w 177	INR 2000
		Motor Vehicle Act	
5	Driving without a Valid Permit.	130 r/w 177	Up to INR 5000
		Motor Vehicle Act	and no less than
			INR 2000
6	Driving without Valid Vehicle Fitness	130 r/w 177	Up to INR 5000
	Certificate.	Motor Vehicle Act	and no less than
			INR 2000
7	Vehicle without RC Book (Registration	39 r/w 192	INR 2000
	Certificate)	Motor Vehicle Act	

Offences related to Driving

Sl. No	Offences	Section	Penalty/Sentence
1	Driving by a minor (aged below 18).	4 r/w 181 Motor	NR 500
		Vehicle Act	
2	Letting an unlicensed fellow to drive.	5 r/w 180 Motor	INR 1000
		Vehicle Act	
3	Driving bikes/ two wheelers without	129 r/w177 Motor	INR 100
	wearing a helmet.	Vehicle Act	
4	Driving without fastening the seat BELTS.	138(3) CMVR	INR 100
5	Rough/ Reckless/ Negligent Driving	177 Motor Vehicle Act	INR 100
6	Hazardous or hasty (over the speed limit)	184 Motor Vehicle Act	INR 1000 and/ or
	driving		imprisonment up
			to 6 months
7	Not driving in the proper lane.	112-183 Motor	Court Challan
		Vehicle Act	
8	Driving in the center and not keeping to	66 r/w 192	INR 100
	left side of the road.	Motor Vehicle Act	
9	Driving against One Way.	2 RRR r/w 177	INR 100
		Motor Vehicle Act	
10	Reversing without due caution and care.	17 (i) RRR 177	INR 100
		Motor Vehicle Act	
11	Taking "U" turn during forbidden hours.	MMVR 233	INR 100

12	Not taking adequate care while taking a "Turn".	177 Motor Vehicle Act	INR 100
	iuin.		
13	Failing to slow down at intersection/	12 RRR	INR 100
	junction.		
14	Not carrying on left of traffic island.	177 Motor Vehicle Act	INR 100
15	Carrying people on Footboard.	3 RRR	INR 100
16	Carrying people to the point that it causesinconvenience (be it for rearview visibility or gear shifting) to the driver.	177 Motor Vehicle Act	INR 100
17	Driving on Footpath	RRR 177 Motor Vehicle Act	INR 100
18	Stopping at pedestrian from crossing or crossing a Stop Line (Zebra Cross).	RRR 177 Motor Vehicle Act	INR 100

Offences related to Road Marking

Sl. No	Offences	Section	Penalty/Sentence
1	Violating the Yellow Line.	119/177 Motor Vehicle Act	INR 100
2	Violating the Stop Line.	113(1)/177 DMVR	INR 100
3	Violating the Mandatory Signs.	119/177 Motor Vehicle Act	INR 100

Offences related to Vehicle Number Plates:

SI. No	Offences	Section	Penalty/Sentence
1	Use of Offensive Number Plate for vehicle used in driving.	CMVR 105 (2)(ii)	INR 100
2	Displaying 'Applied For'.	177 Motor Vehicle Act	INR 4500

Offences related to Vehicle Lights:

SI. No	Offences	Section	Penalty/Sentence
1	Improper use of headlights and/ or tail	CMVR 105 (2)(ii)	INR 100
	light for your vehicle used in driving.		
2	Using a High Beam when it is not needed.	177 Motor Vehicle Act	INR 100

Offences related to Horn

SI. No	Offences	Section	Penalty/Sentence
1	Driving without a Horn.	119(1)/177 CMVR	INR 100
2	Improper usage of horn when you drive.	CMVR 105 (2)(ii)	INR 100

Offences related to Traffic Police

SI. No	Offences	Section	Penalty/Sentence
1	Disobeying a Traffic Police Officer in uniform.	119 Motor Vehicle Act	INR 100
2	Driving against Police Signal.	22 (a) RRR	INR 100
3	Not complying with the manual Traffic Signal.	177 Motor Vehicle Act	INR 100

Offences related to Traffic Signal:

Sl. No	Offences	Section	Penalty/Sentence
1	Not complying with the Traffic signal / Sign Board.	22 (b) RRR	INR 100
2	Failing to give the appropriate Signal.	239 MMVR	INR 100
3	Signal Jumping.	177 Motor Vehicle Act	INR 100

Offences related to Speed & Overtaking:

Sl. No	Offences	Section	Penalty/Sentence
1	Driving above the permitted Speed Limits by the Traffic Police.	112 - 183 Motor Vehicle Act	Up to INR 1000
2	Abetment for Going over the Speed Limit.	112/ 183 (2) Motor Vehicle Act	INR 300
3	Overtaking hazardously.	6 (a) RRR r/w 177 Motor Vehicle Act	INR 100
4	Failing to deliberate way to sanction Overtaking.	7 RRR	INR 100
5	Overtaking from the Wrong Side.	177 Motor Vehicle Act	INR 100

Offences related to Driving:

SI. No	Offences	Section	Penalty/Sentence
1	Purposely disobeying Lawful Directions.	132/179 Motor Vehicle Act	INR 500
2	Driving under influence of Alcohol and/ or Drugs.	185 Motor Vehicle Act	INR 2000 and/ or imprisonment for up to 6 months
3	Using Mobile Phone while Driving.	184 Motor Vehicle Act	Up to INR 1000
4	Leaving a vehicle in untenanted engine.	126-177 Motor Vehicle Act	INR 100

5	Leaving vehicle in a dangerous position.	122 177 Motor Vehicle	INR 100
		Act	
6	In case of an accident involving a minor.	184 Motor Vehicle Act	INR 1000
7	Playing music while Driving.	102/177 Motor Vehicle	INR 100
		Act	
8	Driving without a fixed Silencer.	120/190 (2)/177 CMVR	INR 100
9	Driving when emotionally, mentally and/ or physically unfit.	186 Motor Vehicle Act	Court Challan

Offences related to Towing of Automobiles:

SI. N	Offences	Section	Penalty/Sentence
1	Car, Jeep, Cab, Auto Rickshaw	RRR 177 Motor Vehicles Act	INR 200

Offences related to Pollution:

Sl. No	Offences	Section	Penalty/Sentence
1	Smoking in Public Transport is strictly prohibited.	86 (1) (5)/ 177 DMVR	INR 100
2	Pollution Not Under Control.	99 (1) (a)/ 177 DMVR	INR 100
3	Using multi-toned and/ or shrill horn.	119 CMVR	INR 500
4	Blowing Pressure Horn.	190 (2) Motor Vehicle Act	INR 100
5	Silencer and/ or muffler making a huge noise.	96 (1)/ 177 DMVR	INR 500
6	Smoky Exhaust (against specifications).	CMVR 120	INR 500
7	Use of horn in Silence Zone.	190 (2) Motor Vehicle Act	INR 100

Offences related to Motor Vehicles:

SI. No	Offences	Section	Penalty/Sentence
1	When motor vehicle is out of state for more than 12 months.	47 - 177 Motor Vehicles Act	INR 100
2	Without Wiper	CMVR 101 5,12 177 Motor Vehicles Act	INR 100
3	Without Side Mirror	5, 7/177 Motor Vehicles Act	INR 100
4	Vehicles that are fitted with tint/ dark glasses or sun films.	100 CMVR 177 Motor Vehicles Act	INR 100

5	Driving without proper or valid number plate or illuminating the number plate at the back.	236 MMVR 177 Motor Vehicles Act	INR 100
6	Any kind of misbehaviour with commuters, not wearing the uniform or not showing the badge.	MMVR 21 (18) 177 Motor Vehicle Act	INR 100
7	Usage of Coloured/ Tinted light on the vehicle	97 (2)/ 177 DMVR	INR 100

Offences related to Commercial Vehicles:

SI. No	Offences	Section	Penalty/Sentence
1	Transporting people hazardously or carrying people in goods carrier vehicles.	MMVR 108 177 Motor Vehicle Act	INR 100
2	Misconduct by Taxi or TSR Driver.	11(3)/ 177 DMVR	INR 100
3	Over Charging by Taxi or TSR Driver	11(8)/ 177 DMVR	INR 100
4	Charging without having a Meter.	11(8)/ 177 DMVR	INR 100
5	Refusal by Taxi or TSR Driver.	11(9)/ 177 DMVR	INR 100
6	Driving without Khaki Uniform.	7/ 177 DMVR	INR 100
7	Driver without wearing a Badge.	22 (1)/ 177 DMVR	INR 100

Offences related to Parking:

SI. No	Offences	Section	Penalty/Sentence
1	Parking in the same direction of the flow of traffic.	22 (a) RRR 177 Motor Vehicle Act	INR 100
2	Parking away from walkway towards road.	15 (2) RRR 177 Motor Vehicle Act	INR 100
3	Parking causing Obstruction to other vehicles and people.	15 (2) RRR 177 Motor Vehicle Act	INR 100
4	Parking within 15 meters on either side of a Bus Stop, causing inconvenience to those waiting for bus as well as bus drivers.	15 (2) RRR 177 Motor Vehicle Act	INR 100
5	Parking on a Bridge.	15 (2) (i) RRR 177 Motor Vehicle Act	INR 100
6	Parking in 'No Parking' Zone.	15 (2) RRR 177 Motor Vehicle Act	INR 100
7	Parking the vehicle on Walkways.	15(2) (ii) RRR 177 Motor Vehicle Act	INR 100

8	Parking in front of any gate.	15 (2) (viii) RRR 177	INR 100
		Motor Vehicle Act	
9	Any kind of obstruction caused due to the	15(1) RRR 177 Motor	INR 100
	way you have parked your vehicle.	Vehicle Act	

- Do 占
 - Show them the different certificates a taxi driver required to run a taxi.
 - Explain the different traffic rules made by government to for road safety.
- Ask 🕍
 - Ask about different traffic rules made in India.
 - Ask about different documents and certificates they require to run a taxi.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 2.2: Basic Technical Check Before the Trip

– Unit Objectives 🤎

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

- List various models of cars and explain the technical features available.
- Supervise and make sure all basic technical checks have been conducted according to standard organization or vehicle manual procedure/checklist.
- Explain trouble shooting to solve defects in vehicles/situations.
- Check if the vehicle has adequate fuel/charge before starting the journey.
- Understand the purpose and use of tools present in the tool kit.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.

- Notes for Facilitation

- Explain about different vehicle models available in market and technical features of the vehicle.
- Demonstrate the use of tools required for performing the technical checks.
- Show and explain the functionality of dashboard indicators.
- Demonstrate the technical checks have to be done on the vehicle.
- Demonstrate the troubleshooting of vehicle.

2.2.1: Vehicle Models and Its Technical Features

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

— Do 🗹

• Greet and welcome the participants to the next session of the program.

– Say 🗳

- Taxi driver/chauffeur may have to drive any of the car models in market. As such, he should know the features of all the models well before performing the technical checkup before the trip. This can be done either by studying the manuals provided by the OEM or through driving schools or by discussing with senior who may also demonstrate the features.
- Some of the important models of cars are:



Fig 2.2.1 Vehicle Models

29

- The vehicle models that are being manufactured currently will have one, a few or all of the functionalities given below:
 - 1. Cruise Control
 - 2. Antilock Braking System
 - 3. Electronic Stability Control
 - 4. Crash Avoidance Technology
 - 5. Parking Assistance
 - 6. Steering Lock System
 - 7. Working of Push Button Ignition
 - 8. Lane departure and frontal collision warning system

- Elaborate

Technical features of a vehicle:

1. Cruise Control

Description and Function

- Cruise control is also known as speed control/auto cruise.
- This system controls the speed of a motor vehicle automatically by taking over vehicle throttle to maintain an unchanging speed set by the driver.
- All cruise control systems should be capable of being switched off both automatically and manually when the driver steps on the brake, and even in some cases, the clutch as well.
- Cruise control will commonly include a memory feature to continue the set speed after braking, and a "coast feature" to decrease the actual speed without braking.
- Cruise Control is mainly useful when driving in top gear throughout the drive duration on highways or motorways.

Operation:

The driver should accelerate the vehicle up to desired speed manually and utilize a specified button to set the cruise control to the current speed.

2. Anti-Lock Braking System

Description and Function

- An anti-lock braking system (ABS) is a safety system that lets the wheels on a motor vehicle to go on rotating under a set speed even during full braking by the driver. This prevents the vehicle wheels from locking into position due to braking, which avoids skidding.
- ABS generally provides enhanced vehicle control and reduces stopping distances on dry, wet, and slippery surfaces/roads for drivers.

- ABS regulates the brake line pressure independent of the pedal force, regulating the wheel speed to a level needed for optimal braking performance.
- Automatically alters the brake fluid pressure at every wheel to retain ideal brake performance.
- ABS engages the unwanted breaking shockwaves and regulates the reaction forces thus allowing the wheel to continue turning under maximum braking pressure.
- Now ABS is being combined with Electronic brake force distribution (EBD) System. Simply put, EBD is a system wherein the amount of braking force on each wheel of the car can be varied taking factors such as load bearing on each wheel, condition of the road, speed of the vehicle and so on.

Operation:

• Turn on off using the ABS switch or knob.

3. Electronic Stability Control

Description and Function

- Electronic stability control (ESC), is also identified as electronic stability program (ESP) or dynamic stability control (DSC).
- It is an electronic technology that enhances vehicle safety and stability by identifying and minimizing loss of traction or skidding.
- When ESC senses loss of steering control, it automatically activates the brakes to aid in "steering" the vehicle where the driver wants to go.
- Braking is applied automatically to every wheel, for example the outer front wheel to counteract over steer or the inner rear wheel to counteract under steer.
- Using several intelligent sensors, ESC instantly detects when a vehicle has moved away from the driver's steered direction and lost control of the vehicle.
- ESC steadies the vehicle by braking individual wheels and decreasing engine torque to return it to course.
- ESC uses parts of ABS along with traction control together to stabilize the vehicle. But independently ABS and traction control only work in the driving direction.
- ESC also helps the driver control sideways movements which create unsteadiness. This makes ESC a complete system controlling all vehicle movement.
- Some ESC systems also minimize engine power until control is recovered. ESC does not enhance a vehicle's cornering performance; instead, it aids in reducing the loss of control.

Operation

• Switch on and off using the ECS switch or knob.

4. Crash Avoidance Technology

Description and Function

- A collision avoidance system is an automobile safety system aimed at reducing the intensity of a collision.
- It is also called a collision mitigating system forward collision warning system or pre-crash system.
- It employs radar and sometimes camera and laser sensors to sense an impending crash. Radar is suitable for every kind of weather conditions and camera and laser sensors are ineffective when there is rough weather.
- After detection, such systems will either warn the driver when there is an impending collision or take action on its own without any driver input in the form of braking, steering or both.
- Collision avoidance by braking is appropriate at low vehicle speeds such as below 50 km/hr., while collision avoidance using steering is suitable at faster vehicle speeds.

Operation

• Switch on and off the Crash Avoidance knob or switch.

5. Parking Assistance

Description and Function

This is Intelligent Parking Assist System (IPAS), also called as the Advanced Parking Guidance System (APGS). This technology helps drivers to park their vehicle. The vehicles are fitted with the IPAS, through dashboard screen and button controls

- Advanced system versions support parallel or reverse parking.
- The reverse parking process is almost similar to the parallel parking procedure. The driver has to approach the parking space, and move forward and turn, which will position the vehicle in place for reversing into the target parking spot.
- Shifting to reverse will automatically switch on the reverse parking camera system.
- After inspecting the parking space and starting the reverse parking process, the same exact parking process will go ahead as the vehicle reverse parks into the target location.
- The design of the system is such that if the driver touches the steering wheel or presses the brake firmly, the automatic parking will stop.

Operation

• Turn on or off Parking Assistance function knob or push button.

6. Steering Lock System

Description and Function

 Modern vehicles are set up most of the time with a steering lock which acts as an anti-theft device. It is usually fitted to the steering column right below the steering wheel. The lock is connected to the ignition switch and locked and unlocked either electronically from the vehicles electronic control unit, or by a mechanical ignition key.

- This is a theft prevention system that locks the steering wheel by locking the main steering shaft to the tube column when the key is removed.
- The function of the lock is to protect your ignition switch along with the steering column being used by unwanted people.

Operation

• Wedge the forks of the steering lock against the inside of the vehicle steering wheel and insert and turn the key to lock.

7. Push Button Ignition

Description and Function

- Some vehicles have keyless, push-button ignition. Here, a key fob which is electronic in nature is detected by the vehicle to enable driving and use of power accessories.
- The electronic key fob is mostly an oval shaped key which has a transmitter. It sends a unique signal to the vehicle dashboard to automatically unlock the car.
- This fob can be kept in the driver's clothing pocket or bag. And in this case the ignition switch is a simple button on the dashboard.

Operation

- After you get into the vehicle, you should press the brake pedal, after which you should press the engine start/stop button continuously until the engine switches on. To turn off the vehicle, check that the vehicle is in parked gear, then press the engine start/stop button continuously until the engine turns off.
- Check that the vehicle engine is completely turned off getting out of the vehicle. This minimizes the danger of Carbon Monoxide poisoning once you park the vehicle with the engine running in a closed space.
- Like all other cars, apply the parking post turning off the engine to remove the risk of letting the vehicle roll away.

8. Lane Departure Warning Systems

Description and Function

• A lane departure warning system is a device used to warn the driver when the vehicle starts to travel outside its lane without a turn signal in that direction being on. This is meant for use on highways and main roads.

Within this, two major kinds of devices exist:

- There are systems which warn the driver if the vehicle is wandering from its lane which is also called the lane departure warning (LDW) in terms of visual, audio, along with vibration warnings.
- There are also systems which are proactive. These will warn the driver and, when there is inaction from the driver's part, it automatically takes steps to keep the vehicle in its lane (lane keeping system, LKS)

Operation

• Switch on and off the Lane departure warning system knob or switch.

- Do 占

- Show the technical features to trainees currently found in a car.
- Explain the advantages and limitations of each feature with its functionality.

- Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Tell them to identify the technical feature in the car one by one and explain its functionality.

2.2.2: Tool Kit

- Resources to be Used 🖉

- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- Tools and equipments required

— Say 🗳

• Taxi driver/chauffeur may have to carry a basic tool kit for performing basic technical checks.

Elaborate

Basic tools in tool kit are:

panners – To open nut bolt.		
	a nut. It is mostly used	open screws.
1000000	in confined spaces.	
Pliers – To hold and bend hot materials.	Spark plug socket wrench – To remove/ tighten spark plug.	Small hammer – To nail.



Do

- Demonstrate the usage of each tool and equipment available in the kit.
- Explain the usage of each tool and equipment.

Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Demonstrate the proper use of tools

Skill Practice Time		Resources
Use of tool kit	2 hours	All tools and equipment required

Do 🗠

- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.

2.2.3: Dashboard Visual Indicators

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- Dashboard Visual Indicators



• The taxi driver should be aware of the vehicle dashboard signs and controls. Important functions of a car will usually be indicated on the dashboard of a vehicle such as a car.

- Elaborate

List of dashboard indicators that will help a driver detect an issue with the vehicle are:

Device	Function	Picture
Speedometer	Indicates speed in kmph.	40 20 20 20 20 20 20 20 20 20 2
Odometer	Records overall distance travelled by the vehicle.	4:39 55

Trip Meter	Records distance traveled in a trip and it can be reset by pressing a knob. Some vehicles will come with a maximum of 3 trip meters.	20 20 km
Tachometer	Indicates speed of the engine in RPM (Revolutions per Minute)– this aids the driver in saving fuel. It also indicates when to switch gears according to the relevant rpm.	Tachometer
Fuel Gauge	Indicates the volume of fuel remaining in the vehicle fuel tank. This can be measured and displayed either digitally or in analogue form.	E F
Temperature Gauge	Indicates engine coolant temperature. In case engine temperature goes up it is indicated by needle going towards H mark or temperature lamp lights up.	H
Oil Pressure Lamp	Indicates insufficient oil pressure. If this lamp comes on, switch off the engine immediately as it may result in engine seizure.	
Parking Brake/Brake Fluid Warning Lamp	This lamp indicates the activation of the parking brake. It also indicates when the brake fluid level is low. It is advisable to check brake fluid when parking brake is disengaged.	

Battery Charging Light	Indicates charging system is not working. This may also mean the fan belt is cut or broken. Advisable to get this repaired immediately.	- +
Turn/Hazard Light Indicators	This is used to indicate a turn. It is also used to indicate a hazard, such as when the vehicle breaks down.	
High Beam Indicator Lamp	This means that the main beam of the vehicle is switched on. Not to be used within city limits as it may blind oncoming traffic.	ED
Warm-up Coil Indicator	This means you should not start a diesel engine when this light is on.	00
Water in Fuel Filter	This means that there is water in the fuel tank. The fuel tank has to be drained as soon as possible.	
Service Vehicle Soon (SVS) Lamp	This light means you have to get the vehicle serviced immediately.	d'o

Power Steering Fault Indicator	This means that is an issue with the power steering.	
Engine Malfunction Indicator Lamp	This light means there is a problem with engine sensors. Get the vehicle checked immediately.	H L
Air Bag Fault	If this lamp doesn't switch off indicates problem with air bag, contact workshop immediately.	
Immobilizer System	If this light blinks, then your vehicle will not start, you have to contact workshop.	
Driver Seat Belt Reminder	This lamp lights up when you do not buckle up safety belt and try starting the vehicle.	
Immobilizer System	If this light blinks, then your vehicle will not start, you have to contact workshop.	(ABS)

Door Open Warning Lamp	If any of the door is open this indicator will come on.	
Rear and Front Fog Light Indicator	This comes on when rear fog lamp is switched on.	0 ≢ ≢ 0

Do 🗠

- Demonstrate the functioning of each dashboard indicator.
- Explain the usage of dashboard indicator.

Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Demonstrate the proper use of dashboard indicator.

Skill Practice	Time	Resources
Use of dashboard indicator	2 hours	Dashboard indicators

Do

- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.



2.2.4: Performing Technical Checks

- Resources to be Used
- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- Tools and equipments required and a vehicle



 It is essential to perform pre checking of the vehicle before starting the trip to minimize the risk of breakdown.

Demonstrate

The basic technical checks for the vehicle are:

1. Check for any fluid leakages: Check under the vehicle for any kind of fluid (i.e. oil, fuel, etc.) leaks. Driving the vehicle with leaking fluids may cause failure of brakes, engine, steering or radiator.

After noticing any leakage, take vehicle immediately to the nearby garage and get it repaired.

- **2.** Check for the presence of any bottle or other object which can roll under the pedals. If found immediately remove it.
- 3. Check for any loose items on parking brake area, dashboard, etc., if found secure them properly.
- **4.** Check the tires: Check the tire condition before starting the vehicle. Because a blown tire may lead to loss of vehicle control with regard to direction which may even lead to accidents, along with reduced fuel economy.

Given below are the things to check while inspecting tires:

- o **Pressure level:** Regularly check the air pressure of the tires according to the manual or tire pressure chart provided by the manufacturer.
- o **Tire tread:** You can check the wear on the vehicle tires by visual observation. If the tread are worn out, then it is time to change the tire as needed.
- 5. Engine Oil: The performance of a four-wheeler engine is dependent upon whether the engine oil is refilled in a timely manner. The function of engine oil is to reduce friction between the internal moving parts of the engine. It helps run the engine smoothly therefore it is necessary to check and refill the engine oil level periodically.

Steps to check the engine oil:

1. Open the bonnet by pulling the bonnet release lever. Typically, the lever is located at the driver-side foot well.

- 2. After opening the bonnet locate the dipstick. The oil level can be checked by pulling out the dipstick and inspecting it.
- 3. Pullout the dipstick and wipe clean with a cloth.
- 4. Check the oil level on dipstick. The oil level should not be permitted to go below the lower level of dip stick.
- 5. Insert the dipstick back into the tube.
- **6. Radiator Coolant:** The radiator is used to cool the engine. Check the coolant level at the radiator, if it is low, follow the steps explained below are:
 - 1. Open the bonnet and locate the radiator cap.
 - 2. Never open the radiator cap when engine is hot or has been running for some time. When hot, open the cap using a cloth to prevent the heat from burning your hands.
 - 3. The coolant level should always be filled to the typical top level line indicated. If you observe the coolant level below the top level line, then it is time to top up coolant oil.
- **7. Brake Oil:** Brake oil helps to make the brake system works properly. It is stored in a container typically called Brake Oil reservoir. It is essential to check the brake oil level periodically.

Steps to check the brake oil:

- 1. Open the bonnet and find the brake oil reservoir.
- 2. Check the brake oil level in the reservoir. The oil level should fall between minimum and maximum level.
- 8. Wiper Fluid: Wiper fluid is used to remove the dust and dirt from the windshield.

Steps to check the wind shield wiper fluid:

- 1. Open the bonnet and find the wiper fluid reservoir.
- 2. Remove the reservoir cap and check the fluid level.
- 3. If the fluid level is low fill the reservoir with the windshield washer fluid until it reaches the top.
- **9.** Wipers: Wind screen wipers are used to keep the windscreen clear from rain, dust particles. It is important to check the wipers are functioning or not before start the drive.

Steps to use the wiper function:

- 1. Locate the wind screen wiper switch. Typically it is located on the steering column on the opposite side to the light and indicator switches.
- 2. Rotate the knob to activate the wipers. Pull the lever towards you to spray windscreen washing fluid onto the windscreen, In most vehicles, the wipers may operate a couple of times to clear the windscreen before spraying fluid.
- **10. Lighting System:** Lighting system plays an important role in safe driving. It provides visibility at night time, signals and alerts the other drivers. The interior lighting system helps to see the instruments and vehicle's interior. It is mandatory to check all the lights before start the drive.

- **11. Ensuring there is Sufficient Fuel in the Vehicle:** Check that there is sufficient fuel in the Car before starting the journey. If the fuel is close to empty, then immediately re-fill the fuel tank with compatible (diesel/petrol) fuel at the nearest fuel station.
- 12. Check Cabin: Taxi driver should ensure below:
 - a. Check cleanliness of the cabin
 - b. Make sure that there are no inflammable items kept in the cabin
 - c. Check first aid box for all items and expiry date printed on the medicines
 - d. Check for any items kept at the rear of the vehicle, they can increase blind zones
 - e. Fire extinguisher must be properly fastened and fully secured
 - f. No loose items to be kept in the vehicle. They may hit you in case of any accident or sudden braking
 - g. Check sun shield for proper mounting and cleanliness
- **13. Dashboard controls:** Position of dashboard controls should be correct. Check for their function/ purpose.

Taxi Driver has to start the vehicle and observe the dashboard of the vehicle which indicates proper working of various components in the vehicle such as battery condition, seat belt warning, oil pressure, brake fluid level, etc. If the warning signs continued to glow even after vehicle started for few seconds. Make a note of that symbol or location, reach the service center and get it fixed.

14. Check Battery: Check the battery for proper mounting, tightness of terminals and arresting any corrosion. If the battery is found to be in bad condition, take the vehicle to the nearest garage and get it cleaned.

– Activity

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

Skill Practice	Time	Resources
Performing technical checks of available vehicle	4 hours	All tools and equipment required Vehicle

Do 🗸

- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.

2.2.5: Troubleshooting

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- Tools and equipments required and a vehicle

- Say

 It is very much essential that the taxi driver should have the ability to trouble shoot especially when he goes on long trips or palaces where suitable personnel are not available to support him. He/she can take appropriate action to bring back the vehicle to running condition based on the results of trouble shooting.

Demonstrate

Troubleshooting of vehicle:

Dead Battery

- 1. If the car does not switch on then the issue is most probably due to a battery with low charge or a dead battery or loose connections.
- 2. Check the connector for tightness of the same. If found ok, in this case, call a close by garage or Auto Shop to help charge the dead battery.

Vehicle getting stuck

When the car gets stuck in a pothole or in mud and slush, it may not respond to the accelerator in the normal way. In this case switch to the first gear for maximum pulling power, and slowly accelerate the car to get the car moving again.

Overheated Engine

- If there is smoke coming out of the car bonnet, it is most likely due to the engine overheating. See the temperature gauge (in case of overheating the gauge will be in red zone. In this case, immediately slow down and drive to the side of the road and switch off the engine. Don't open the radiator immediately.
- 2. Check if the radiator fan is working or not. In case of not working of fan, the problem may be with electrical wiring or sensor. You need to get the engine cooled for some time & than take the vehicle to nearby workshop or call the technician for checking.

3. In case the fan is running, there may be some leakage in cooling system. Pour the water on the radiator to get it cooled than carefully Use a cloth to open the radiator cap and fill either water or liquid coolant to cool the engine down. Then go to a nearby workshop for repair.

Punctured tire/Flat Tire

If one or more of the car tires gets punctured, then you will have to drive to the side of the road and switch off the engine. In most of the case driver has to replace the tyre himself.

Faulty and/or Loose Brakes

In case the vehicle brakes are not working properly, take the car to a garage as soon as possible to fix the brakes.

Activity

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

Skill Practice	Time	Resources
Performing troubleshooting of available vehicle	4 hours	All tools and equipment required for troubleshooting Vehicle

- Do

- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.

UNIT 2.3: Escalation Of Technical Problem

Unit Objectives

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

- 1. Report actual or likely defects to the senior driver or service supervisor in sufficient detail so that they can identify the issue.
- 2. Conclude road worthiness of the vehicles in consultation with superiors.

Resources to be Used



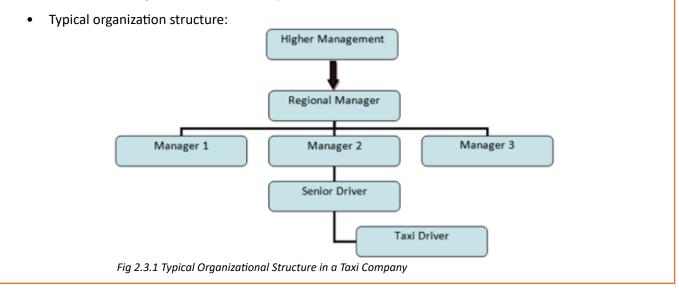
- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

– Do 🔽

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.

– Say 🛽

• As Taxi Driver you are part of an organization which ensures that you will be able succeed in your role with their managerial and technical expertise.



- All the defects in a vehicle noticed during inspection of the vehicle before the trip, during the trip including the temporary measures taken during the trip, minor or major should be reported to the senior driver or service supervisor in sufficient details in the formats provided by the organization.
- The report should be submitted as early as possible and should be objective and factual.
- Please do not hesitate to contact the next level in case you have doubts while filling the format.
- It is also necessary to explain in detail so that all aspects related to the defect are shared. Please share the vehicle service record which may heave the clue about the occurrence of the defect. Also, share the details of any reports furnished by local mechanics as well as details of the parts replaced.
- Senior driver or service supervisor will then be able to do either of the following:
 - o Guide you to rectify the defect, if it is minor in nature.
 - o Train you, If the defect is due to wrong driving practice.
 - o Allot another vehicle if the rectification so going to take a long time.
 - o Initiate the actions to rectify the defect.
 - o In turn will report to the next level along with you are independently, when the correction is complex/costly.
- Many times during the inspection of the vehicle before the trip or during daily inspection, you may
 come across situations when you are not sure whether the defect is serious enough to keep the
 vehicle off the road till the rectifications is done.
- In such cases, it is necessary to consult the seniors in the organization who have adequate experience and knowledge to take a decision, rather taking a risk by starting the trip assuming that you can manage.
- Sometimes this activity may take time especially when the defect is noticed just before the trip. In such cases, you should inform the concerned in your organization to make alternate arrangements to take care of the client and start the trip only when you are sure about the raid worthiness of the vehicle.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Notes		



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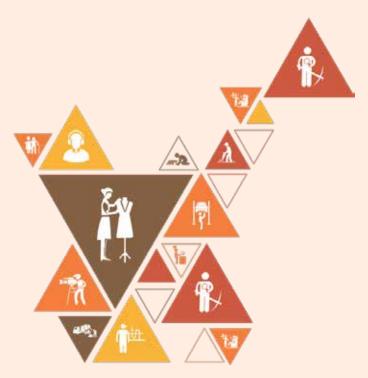


ASC/N9706



Coordinate with Control Room and Reach to the Customer Pickup Point

Unit 3.1 – Compliance to Duty Unit 3.2 – Control room Coordination Unit 3.3 – Escalation of Problems



Key Learning Outcomes 🛛 🛱

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

- 1. Report to work on time according to the company schedule
- 2. Log into the MCT system on board the vehicle on a daily basis
- 3. Explain the function of a control room
- 4. Communicate trip status to the control room periodically and coordinate with the control room for pickup and drop-off of customers
- 5. Convey passenger drop-off information to the control room and get ready for the next pick-up
- 6. Intimate the control room if unable to reach pick-up point along with reasons for delay
- 7. Perform duty closure procedures as needed After completion of a workday
- 8. Identify and execute appropriate escalation procedures in the event of vehicle breakdown or accident while staying in constant communication with Control Room

UNIT 3.1: Compliance to Duty



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

- Report to work on time according to planned schedule
- Log into the MCT system on a daily system before starting the journeys for the day
- Execute appropriate duty closure procedures upon completion of journeys for the day

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual
- MCT system

- Do 🔽

• Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

- Say 🗳

- The attribute of being able to complete a needed task or fulfill an engagement either before or at a planned time is called Punctuality.
- At all times, be ahead of scheduled departure time, so that any activities such as loading of luggage in the vehicle, working out the route and destination is clearly planned without wasting any time.
- You have to do pre-trip preparation for punctual at work.
- Now you have to login to MCT system for getting the details of the trip.
- Taxi driver should use the Login details given by the taxi company to login to the MCT. This will update the taxi company control room about your location, availability, etc.
- After completion of trip, close the trip as per organizational procedures.
- After a taxi driver drops the customer at the destination, he should report to the control room.

The taxi driver receives the information of the next passenger through the MCT System. The details
of the Pickup passenger are displayed on the screen. The In- Built GPS system helps the Taxi driver to
have a track on the location for further trips.

Elaborate

Pre-Trip Preparation

Gather information regarding your trips in advance, for example collect or be aware of the driving schedules well in advance, either on a weekly or a daily basis. Check for any special instructions pertaining to the designated routes.

Always document the details of a journey using a log register. A log register is a notebook used to record important details of the journey for a taxi driver/chauffeur. The data from a log register will be typically used to calculate monthly salary, incentives, efficiency of the driver and so on.

Mobile Communication Terminal (MCT) System

- The Mobile Communication Terminal (MCT) links the taxi driver, taxi Company and the customer with each other.
- GPS and a data link between the car and the Taxi Company are the components of MCT.
- MCT has a keypad and a display system to show data such as fare and distance traveled.
- In some cases MCT display may also show the live GPS location on a map.

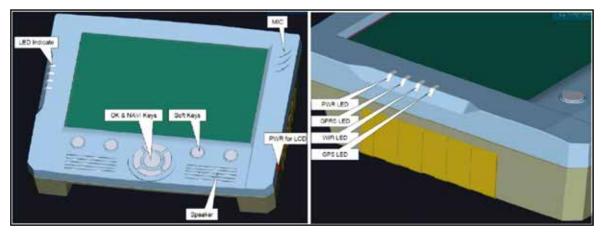


Fig 3.1.1 Typical MCT Device in India

Operation of MCTs vary from company to company, the employing company itself will conduct training on how to use it.

Given below is a flowchart of how a Typical MCT works:

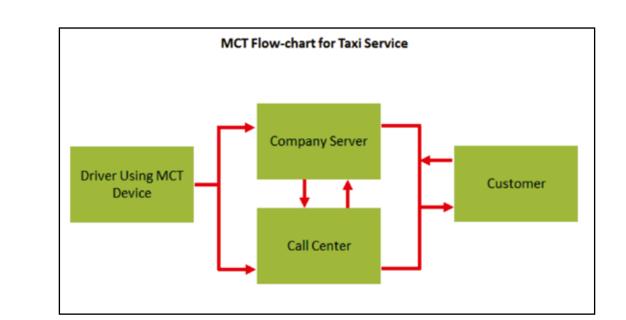


Fig 3.1.2 MCT Process Flow Chart

Communication of status through MCT

The taxi driver will use the MCT to communicate with the taxi company and the customer as well.

- First, the taxi driver will use the MCT to check if there are any customers needing a cab. It is during this period that the company will connect a customer needing a taxi to the taxi driver. This is done either through a mobile app or a phone call by the taxi company.
- The taxi driver can then accept the fare by responding through the MCT.
- And throughout the duration of the journey, the taxi driver's location will be tracked in real time by the taxi company through the MCT. Such location tracking will typically be automatic in nature.
- Once the journey is completed, the MCT will display the fare to collect from the customer. After collecting fare from the customer, MCT will inform the taxi company when to find the next customer.

Navigation systems

Most Taxis are installed with navigation systems that help the Taxi driver locate the customer, pick them up and reach the destination on time.

Given below is how a Global Positioning System (GPS) works:

Taxi driver must follow below mentioned points before the trip

- Operate the system safely and make all the necessary adjustment /inputs to reach the destination/Customer drop point safely.
- Do not follow the directions if they violate road traffic laws.
- Review the map before starting out the journey to ensure the system is displaying the shortest practical route to reach the destination.

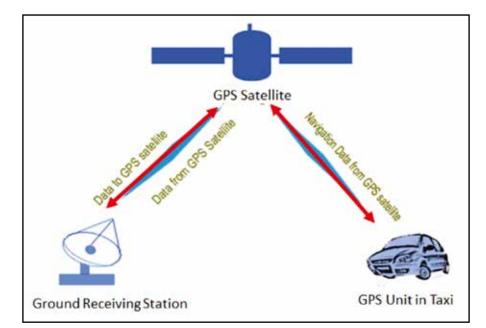
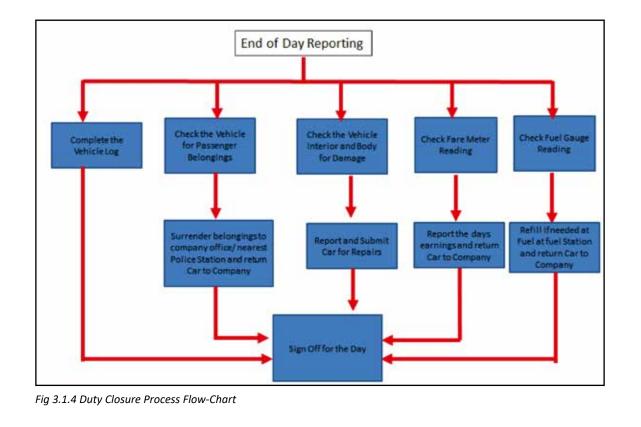


Fig 3.1.3 How GPS systems work

Duty Closure Procedure

On completion of the duties for the day, the Taxi driver has to communicate certain necessary details such as number of trips, fare collection etc.



Do 🗹

- Show the MCT system to trainees.
- Explain the features of MCT system to trainees.
- Demonstrate how to start and login the MCT system properly.
- Demonstrate how to collect the trip details from the MCT system.
- Demonstrate how to close the trip on MCT system after completion of trip.

- Activity

- Conduct a skill practice activity.
- Make pairs of students
- Tell each pair to demonstrate and operate the MCT system and show how to login, start and close the trip.

- Notes for Facilitation 💷

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 3.2: Control Room Coordination



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

- Define a taxi control room
- Communicate trip status to the control room
- Update the control room after completing a journey and dropping off a customer at the previous destination
- Progressively communicate with the control room through the MCT regarding journey details such as pick up and drop off. Do this using live GPS tracking in combination with touch screen instruments.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.



- A taxi control room is a setup which acts as a communications bridge between Taxi drivers and customers. It provides booking details to both parties and location details as well.
- Queries regarding fare and pick up and drop details from both the taxi driver and customer will be resolved by executives stationed in control room.
- The booking and dispatch of cars is computerized and carried out in the control room using a networked system of computers operated by skilled professionals
- Such facilities operate 24/7 throughout the year to monitor the movements and progress of taxi cabs. Customers and Taxi drivers are assisted through app.

 The Taxi driver must coordinate with the control room continuously to ensure the passenger/ customer will have a seamless experience and a pleasant ride. The process includes the pickup and drop of the customers.

Elaborate

Control Room Coordination Process

Control room coordination with passenger in pre-booking and includes following up with passenger about the trip

The taxi driver receives the information of the next passenger through the MCT System. The details of the pickup passenger are displayed on the screen. The In- Built GPS system helps the Taxi driver to navigate to the pickup and drop-off point.

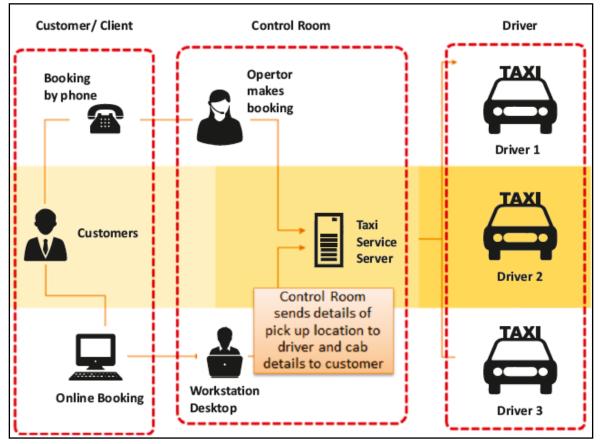


Fig 3.2.1 Detailed Control Room Work-flow

A control room of a taxi company will typically regulate and monitor all essential communication between a taxi driver and a customer.

• The customer who needs a ride will request for a taxi through a mobile app, desktop application, or simply by phone.

- The request will either be received by an individual call center executive in the case of a phone call, or will be directed to the taxi company server through an application (desktop/mobile).
- Next, the closest taxi to the customer is assigned according to availability. The taxi driver will
 simultaneously receive the customer request either through a phone call from the taxi company
 control room or through the respective application (desktop/mobile).
- If the taxi driver accepts the customer request, he/she will inform the control room and reach the pickup point accordingly.
- The vehicle location will be sent to the control room in real-time on an automatic basis.
- After reaching the customer destination, taxi driver collects the fare displayed in the fare meter (which includes fuel, taxes, toll fees, and other miscellaneous charges such as peak fare as specified by the taxi company) and reports to the control room that the passenger is dropped at the destination through the MCT.
- Once the customer is dropped off, the above process is repeated

Ask 🖉

- Ask about what they understand about control room.
- Ask about control room process.

– Field Visit

• Arrange a field visit, show and explain the control room operation to trainees.

- Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 3.3: Escalation of Problems



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

- Inform the customer and control room when unable to reach pick up point due to traffic jams or vehicle breakdowns.
- Inform the control room in case of accidents and break downs during journey.
- Notify the control room when there is a dispute between the customer and other parties such as the general public, government officials such as traffic police etc
- Describe the escalation procedures for the points 1,2 and 3

- Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🤇

- Sometimes the Taxi driver will not be able reach the customer pickup point due to various reasons such as delay in heavy traffic, being involved in an accident and so on. In this case the taxi driver will have to bring the issue to the attention of the right people such as the control room or a superior at work or both.
- Escalation in a work environment refers to the formal process of highlighting an issue or a problem currently being faced to higher authority according to standard procedures.
- The goal of an escalation is to raise the priority of an issue to an extent wherein solving it becomes
 necessary. It is done to ensure immediate resolution of a problem or an issue at hand.
- When the Taxi Driver is not able to perform his duties of driving the taxi, then he will have to escalate the issue to resolve it in the shortest time possible with maximum efficiency.

Elaborate

Major reasons why the Taxi driver would be unable to reach the pickup point in time and the escalation procedures he/she has to execute to resolve the issue at hand:

- 1. Traffic Jam: This is one of the top reasons why Taxi drivers are sometimes unable to reach the pick-up point. The escalation procedure in this case is:
 - If you are stuck in traffic jam on the way to picking up a customer then immediately inform the control room the expected delay in reaching pickup point.
 - If the delay is beyond acceptable limits as specified by the taxi company (>45 minutes etc.) then suggest another Taxi driver to reach the passenger.
 - Notify the details of the estimated delay with control room and request for another customer whom you can reach faster.
- 2. Accident: An accident is when a vehicle collides with another vehicle, object, property or person causing damage and injury to the vehicle and person respectively. In the event of an accident, the escalation procedure that the Taxi driver should follow is:

Actions to be taken after the accident

There is always a chance that you may be involved in an accident while driving. And there is an equal chance of your car breaking down. Taxi Drivers/ Chauffeur have to follow certain steps during an accident:

a. Check whether you and others involved in the accident have any injuries

You will first have to check that you yourself are physically alright. You can check by moving your hands, legs and head to detect any pain. You can also see if there are any bruises, cuts and if you are bleeding.

If the injured person is not breathing or if you do not see chest movement, immediately arrange for medical aid if possible by calling the ambulance and the police on phone numbers 108 or 101 and 100 respectively. You can perform Cardiopulmonary Resuscitation CPR on a person.

b. Call for Help

After seeing that you are physically fine, you should drive the car to the side of the road. If it can't be driven then you can call for a Towing service..

c. Gather Evidence

For legal procedures and filing insurance claims it is necessary to take photographs of damage to your car and other vehicles and property involved in the accident. Also take photos of injuries you and others have suffered in the accident.

d. Gather Information about other vehicles and people involved in the accident

Note down information about other people and their cars involved in the accident such as the name of the person driving the car, and the owner of the car (in case the owner of the car is not driving it), their personal contact details such as phone number, email id and postal address of residence. Also collect their vehicle's insurance details such as policy number, insuring company, and vehicle make and model and so on. In case of minor damage in vehicle with no injury to

passengers, we may avoid these all details as in most of the cases other will not be willing to provide these details.

e. File a Police Report

If the Police do not reach the scene in time, you should go to the nearest police station and file an FIR or First Information Report. The FIR will explain in detail the sequence of events that happened corresponding to the Evidence that is collected. Ensure to note down the complaint number. In case of minor damage in vehicle with no injury to passengers, avoid the FIR.

f. File an Insurance Claim

Once you are done with the steps given above, you can file an insurance claim to repair your vehicle either at no or a very low cost as per the insurance policy conditions - Through insurance approved workshop.

Action in case of Accident for a Taxi Driver affiliated to a company

- If you are in an accident then check for injuries to yourself and others around you, and checking damage to the vehicle and the vehicles and property around you.
- Once you feel able to do so, and after performing first aid on yourself and others if necessary, report all and any damage and injuries to the control room.
- Try to park the vehicle at the side of the road, away from oncoming traffic.
- After discussing with the control room, decide on the best course of action- such as to go to the hospital for treatment, report the accident to the nearest police station or take leave for the day to recover from the accident.
- **3.** Breakdown: A breakdown of a vehicle is when the vehicle stops working due to an issue such as engine failure, flat tire and so on.

First, try and move the vehicle to a safe place by switching the vehicle into neutral gear and pushing the vehicle to the side of the road, where it won't block the flow of traffic.

In the event of a breakdown, the escalation procedure is as follows:

- Immediately report the breakdown to the control room.
- Troubleshoot the problem with the vehicle and report to the control room the estimated time needed to fix the vehicle and get it in working condition.
- If the vehicle issue is minor then fix it yourself promptly and try to reach your pick up point with minimal delay, while keeping the control room apprised of your location status and journey progress.
- If the vehicle issue is major then take the vehicle to the nearest service station for repairs while intimating the control room at the same time.
- **4. Personal Issues:** In case you are experiencing personal issues which will affect your duties as a Taxi driver, then the escalation procedures are as follows:
 - If you are facing issues such as ill health yourself, or need to take care of someone in your family, then you need to inform the control room if you need a leave of absence.

- If you know well in advance that you need a leave from work, then apply for a leave through standard company procedures and get it approved by senior management.
- If you require a leave on an immediate basis, then make sure to contact both the control room and your work supervisor and inform them of your leave and the reason for taking leave.
- If possible, try to arrange another Taxi driver to take on your duty for the days you will be absent.
- When you return, make sure you carry out necessary reporting and documentation to get the leave sanctioned, and try to clear pending driving assignments.
- 5. Disputes or Minor Altercations between passengers and other parties: In the event of a dispute breaking out between passengers/customers and the general public, traffic police or the taxi driver itself, the escalation procedure is as follows:
 - If the passengers riding in the vehicle start an argument with passing pedestrians or someone they know, tell them to calm down and try to diffuse the tension in the situation.
 - In the event of passengers engaging in an unnecessary argument with government officials such as the traffic police, then tell the passenger to cease the discussion immediately and excuse yourself from the situation.
 - In the event a dispute or a minor altercation turns into a situation beyond your control, park the vehicle to the side of the road to avoid disturbing oncoming traffic. Intimate the control room of the situation and in decides on a suitable course of action.
 - If the passenger picks a fight with you (taxi driver), then try to be patient and resolve the issue at hand. If you cannot handle the dispute/conflict, inform the control room of the situation, and at the same time seek the help of local authorities (Police, government officials).
 - If all else fails, politely ask the passenger to alight from the vehicle until the situation is resolved

Notes

Laws regarding Road Traffic accident:

- As per Supreme Court judgment, a bystander or good Samaritan including an eyewitness of a road accident may take an injured victim to the nearest hospital to provide proper emergency care in time. If a person, who is not an eyewitness, moves an injured person the nearest hospital, he/she should not be questioned and be allowed to leave immediately.
- The bystander or good Samaritan shall not be liable for any civil and criminal liability and he/she shall be rewarded in order to encourage other people to come forward to help the road accident victims.
- A bystander or good Samaritan, shall not be forced to reveal their identify either by police or hospital and he/she shall be protected from police harassment.
- If a good Samaritan has voluntarily said he/she is eye-witness, his/her statement should be recorded in a single hearing and they should not be made to come to court again and again.

- A good Samaritan shall have not liability to pay any medical bills.
- Hospitals have to provide treatment to injured person immediately.

Demonstrate

CPR Process

- 1. Check the Victim tap and shout to get response.
- 2. Circulation pump the chest 30 times.
- 3. Place the heel of one hand in the center of the chest and your other hand on top of it. Press chest down 2 inches at a rate of 100 per minute (16 compressions in 10 seconds).
- 4. Airway tilt head back, lift chin up to open airway.
- 5. Breathing Pinch nose closed, take a normal breath, cover victim's mouth with yours and blow out your breath until you see the chest rise. Give a second breath. Take about 1 second per breath. If chest doesn't rise, open airway again.
- 6. Repeat procedure until help arrives or the victim begins breathing.

Ask ask

- Ask about escalation procedure during accident, car breakdown, personal issues or any other incident to control room or supervisor.
- Ask about need and importance of escalating the issues to control room or supervisor.

- Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Tell them they have met with an accident and car breakdown during the trip.
- They have to perform the discussed activities and escalate the issue to the control room.
- Tell them write a report on accident and breakdown and steps has to follow to escalate it to

– Notes for Facilitation 💷

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes 📋	
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Drop the Customer Safely Using the Quickest Route and Collect the Applicable Fare

- Unit 4.1 Conformance to Standard Driving Practices Unit 4.2 - Picking and Dropping Passenger and Fare Collection Unit 4.3 - Conformance to Traffic Regulation
- Unit 4.4 General Conduct on the Road



Key Learning Outcomes 🛛 🕱

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

- 1. Determine that all checks to verify the road worthiness of the vehicle has been carried out
- 2. Identify all necessary documents needed for driving and store in the vehicle
- 3. Inspect all vehicle gauges on the dashboard for any malfunction and take action accordingly
- 4. List all activities to be executed for ensuring the customer/passenger has a smooth ride
- 5. Operate the vehicle to ensure optimal fuel efficiency
- 6. Conform and comply with traffic regulations while driving
- 7. Make use of necessary hand and vehicle signals to indicate driving direction
- 8. Minimize conflicts with people while driving and stay calm and collected
- 9. Utilize vehicle functions to add to driving safety
- 10. Prioritize the well-being of the elderly, children and differently abled customers over other people while driving.

UNIT 4.1: Conformance to Standard Driving Practices



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

- Conclude that all checks are carried out for road worthiness of the vehicle
- Determine and conclude if necessary documents are available for self, passengers and goods
- Inspect the vehicle gauges for adequate functioning of the vehicle when you start the vehicle for the first time along with the MCT and navigation systems
- List all the activities to be carried out to achieve a smooth ride for the passenger such as
 - o Changing gears seamlessly, leading to a smooth ride
 - o Steer the vehicle optimally using all controls and systems available such as ECS, crash avoidance, ABS etc.
 - o Use driving instruments and accessories such as windows, window wipers, A/c Controls etc.
 - o Monitor signs and warning lights on the dashboard and take appropriate action to resolve indicated Check for vehicle malfunction and respond immediately to fix malfunction, and report said malfunction to elicit help
 - o Inspect the MCT and GPS periodically throughout the journey

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual
- Vehicle
- Do
- Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🤷

- The taxi driver needs to check and verify the road worthiness of the vehicle before going on a journey.
- Road worthiness refers to the ability of a vehicle to be driven safely on roads. You need to check whether the vehicle is working properly with regard to all its systems, such as power transmission, braking, electrical systems, etc.

Elaborate

Testing Brake Pedal

After starting the car, test the brakes by accelerating slightly for a short distance (such as a few meters) and then pressing the brake pedal gently. This will show you how responsive the brakes are.

Best Practices for safe driving

In order to operate a car smoothly, you have to make sure to use the accelerator, clutch, gear system and the brakes work in conjunction with each other efficiently as possible.

- Check the accelerator, clutch and brake pedals for even resistance (meaning the pedals mentioned should not be too tight or too loose).
- Next, you have to start the engine of the car with the gear in neutral and the handbrake on.
- Once started, release the handbrake, and switch the car into the first gear using the clutch and gear.
- Once you are in the first gear and moving, make sure you glance the rear view and side view mirrors from time to time to check for vehicles emerging from the rear, and vehicles approaching from the sides respectively.
- Make sure your hands are in the 9 and 3 position, at the exact center of the wheel.
- Always indicate a turn using the vehicle indicator or a hand signal if indicator isn't working.
- Always remember to buckle up while driving and slow down at a stop sign.
- Avoid driving while constantly holding down the clutch, and also avoid changing gears too often.
- Minimize or eliminate frequent braking beyond what is required and avoid excessive engine idling.
- And also to keep your car running smoothly, ensure to fill fuel only at authorized fuel stations and obtain a proportionate bill for the same.

Maintain a minimum safe distance between vehicles while driving, and do not tailgate. Tailgating is to follow too closely behind other vehicles. Given below is a chart stating minimum safe distance between your vehicle and the vehicle in front of you.

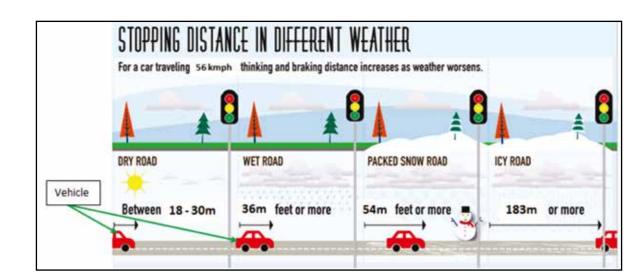


Fig 4.1.1 Stopping Distance of a vehicle in Different Weather Conditions

Check ventilation controls for clear visibility

- **Windows:** The vehicle windows can be used to control ventilation within the vehicle environment by rolling up or down the windows.
- **Demister:** This button is used to clear condensation on the windshield of the car and is a part of the air conditioning system of the car.
- Air Conditioning: The air conditioning is the main component or system in the car which is responsible for climate control. It controls the temperature and humidity in the vehicle.
- **Climate Control:** This is basically a "smart" air conditioning system using which one can set a particular desired temperature and the temperature in the car is automatically regulated to stay at the desired temperature. This works through a series of temperature sensors that is connected to a control unit/thermostat which regulates the temperature as needed.

Maneuvering the vehicle safely in both Forward and Reverse Gear

Vehicle controls such as ABS, EBD ECS helps a Taxi driver drive safely in forward gear, while in reverse gear, you can use the parking assistant functionality. If you are not equipped with that function, you can use the help of another person to navigate into a parking space while in reverse gear. This can be done using rear view and side view mirrors.

Do

- Demonstrate the testing of brake pedal to trainees in a ground.
- Demonstrate best practices of safe driving.
- Demonstrate checking of ventilation systems and controls like window buttons, air conditioning etc.

• Demonstrate checking of vehicle controls like ABS, EBD, parking assistant and dashboard visual controls for their proper functioning.



- Conduct a skill practice activity.
- Tell they have to perform the activity individually.
- Allow every trainee to operate the available vehicle and do check all controls and systems of the vehicle for safe driving.

- Notes for Facilitation ២

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 4.2: Picking and Dropping Passenger and Fare Collection



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

- Help the customer get into the taxi and get settled for the journey by:
 - o Helping elderly or differently abled customers get into the taxi
 - o Helping the front seat passenger buckle up his seatbelt
 - o Show the customers the location and use of any reading material and audio-visual entertainment media present on the vehicle
 - o When confirming the destination with the customer, show the customer the taxi meter reading is at 0, and only then start the fare meter
 - o Adjust Air Conditioning within the car according to the customer's needs
 - o If the customer requests it, tune in to the radio station of his/her choice
- Choose the travel route according to current traffic conditions and distance
- Ensure to drive while following local and national traffic rules and regulations and driving through the most optimal route. Ask for directions from locals if unsure of the route.
- Avoid the use of high beam headlights within city limits and unnecessary honking
- Collect toll fare from customers depending on the route taken
- While conversing with the customer steer clear of topics involving religion, politics and related issues
- Help the customer alight from the taxi by
 - o Assisting elderly and differently abled customers get down
 - o Collect fare as shown by the fare meter
 - o Not demanding tips at the end of the journey, and accepting tips only when offered
 - o Unload the luggage out of the vehicle and hand over to passenger
 - o Wish the customer/passenger as deemed appropriate before leaving

Resources to be Used 🖉

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do 🗹

• Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- Good behavior and right attitude are the two important key factors to being a good taxi driver.
- Caring the passengers with comfort and safety is the big responsibility of a taxi driver when the passengers get into and out of your vehicle as well as during the journey.
- While picking and dropping passengers, a taxi driver has to take care of his/her behaviour and organizational procedures.
- Driving in the night or in darkness is challenging and dangerous as well. You can take the following precautions to ensure safety while driving at night.
- After completing the trip, you have to collect the right fare as showing in meter or MCT system.

Demonstrate

A taxi driver should follow the below points during picking and dropping passengers

- 1. Confirm the name of the customer through the MCT, and address the customer by name and greet them suitably.
- 2. Load any luggage the customer is carrying into the boot of the vehicle
- 3. Help the differently abled and the elderly to board the taxi as they might need the assistance. Taxi drivers must respond to the needs of people with disabilities.
- 4. After switching the engine on, be sure to wear the seatbelt while helping the passenger wear their seatbelt at the same time.
- 5. Check that all vehicle doors are locked before starting the journey.
- 6. Make the customer comfortable by complying with their choice of entertainment such as switch on the radio or music system as per the requirement of the customer and provide newspaper or magazines to customers if needed. If the customer requests silence during the period of the journey, be sure to comply to that as well.
- 7. Ensure the destination with customer and start the fare meter and show the initial reading to them.
- 8. Check the traffic condition and find the short route by using GPS system so that you can reach the destination earlier.
- 9. If unsure about the route stop and ask for directions from locals and never take a longer route to get more fare.

- 10. Drive through the selected route without violating the traffic rules.
- 11. Give way to ambulance and fire engines by driving the vehicle to the side of the road.
- 12. Avoid bad roads with pot holes, stones, other strewn objects.
- 13. Avoid showing your anger and impatience by honking unnecessarily. It will disturb the public and causes noise pollution.
- 14. Avoid using high beam lights in city. It will affect the other drivers.
- 15. Pay toll charges if any and collect the same from customers along with fare.
- 16. Avoid the use of any electronics not needed to drive or navigate the car, such as mobile phones, PDAs, tablets and more. This will distract you, increasing the chances of having an accident.
- 17. Do not initiate or sustain unnecessary conversation with the customers. In the case you are engaged in conversing with the customer, avoid topics about religion and politics as they may lead to awkward silences or unpleasantness.
- 18. Bring local landmarks to the attention of the passenger/customer as it may help in finding faster routes to the desired destination.
- 19. When it comes to customers who are confused, stressed, angry or even drunk, be patient in your interaction with them, trying to make them feel comfortable.
- 20. In general, make sure to do everything possible to make the ride experience passenger friendly by being as courteous as possible.

Fare Collection

- 1. After reaching the destination, be sure to stop the fare meter and assist the passengers in getting down from the vehicle. Such assistance is especially needed in case of differently abled or elderly people.
- 2. Collect the fare as shown by the fare meter, or as previously agreed with the customer. The fare can be collected either by cash or card, as the customer requests.
- 3. Do not ask for any tips, but if offered; be sure to accept thankfully.
- 4. Also ensure to unload the customer's luggage and hand over to the customer following which you can wish the customer as you see fit while departing.

Tips

Precautions need to follow to while driving at night:

- Drive at slower speeds since visibility will be low.
- Avoid the use of High Beam headlight on city roads.
- Do not switch on High Beams when faced with near blinding light from other vehicles.

- When the weather is foggy and you are unable to see the road ahead, slow down or stop the vehicle until the fog clears.
- Keep the windshield clean and clear to increase visibility.
- Tilt the left and right view mirrors if the reflected light is blinding you.

Activity

- Conduct a skill practice activity.
- Tell they have to perform the activity individually.
- Tell every trainee to practice the activities need to perform while picking & dropping passenger and collecting the fare from passenger.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 4.3: Conformance to Traffic Regulation



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

Identify local traffic regulations according to the state currently in, and follow said regulations such as:

- Change lanes in traffic while staying within speed limit.
- Maintain a safe distance from other vehicles in traffic by keeping a check on speed.
- Use appropriate hand or vehicle signals while driving to ensure other drivers know your maneuvers well in advance.
- Use all available vehicle functions to aid in driving safely.
- Solve any issues you encounter while driving by keeping a calm mindset and thinking things through without losing your cool.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual
- Traffic signanges
- Do
- Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say L

- A taxi driver has to follow the state specific traffic rules and regulations during the driving.
- Use parking lights or hazard lights if your car is parked somewhere or there is any problem in proper running of car.
- Follow traffic signs properly.

- Traffic signs (also known as a road Signals or signs) are signboards placed on the side of road to
 provide information to road users regarding the use of the road. They are mostly made of metal or in
 some cases stone or wood.
- Not knowing the meaning of a road sign may lead to loss of life or property. This applies to both
 pedestrians and taxi drivers. Road signs typically have only pictures and symbols instead of words to
 show road users how to use the road, or what precautions to take while using the road. Therefore road
 signs overcome all language barriers, and all people who read them can understand their meaning,
 regardless of the languages they understand.
- Taxi drivers need to know roads signs well in order to ensure safety of self, passengers and other road users while driving.
- Traffic signs are categorized into three types like mandatory signs, cautionary signs, and informatory signs.
- Follow hand signals of traffic inspector and other car driver at round circles or heavy traffic area.

Elaborate

Taxi Drivers should conform to state specific traffic regulations such as:

- Maintain lane discipline and change lanes only when traffic conditions allow. Drive within the lanes of a road.
- Avoid overtaking vehicles in heavy traffic. When overtaking is appropriate, use the vehicle turn indictor and/or hand signal to let slower vehicles know you will pass them.
- Keep a visual check on the distance between other vehicles on the road to maintain a safe distance between the vehicles.
- Always make use of hand signals and/or vehicle turn indicators to inform other road users when you are about to take a turn, and similarly read and respond to road signs, turn indicators and hand signals accordingly.
 - o Drive slowly when road repair work is going on not exceeding 25 km/hour.
 - o Do not carry explosives, inflammable or dangerous items in the vehicle.
 - o Do not drive the vehicle, if you are unwell or under medication.
 - o Choose a safe and convenient location to park and use the parking light when you stop your vehicle.

Use of Parking Light and Hazard Light

- 1. Parking lights and Hazard lights are labeled on a car. To use a parking light, you will have to turn the light control knob in the right direction.
- 2. To use a Hazard light, you will simply have to press the hazard light switch.

- Park on an even surface with no or minimal incline in conjunction with the hand brake and use wheel chocks to maintain the position of the car to stop it from rolling away.
- Always look for oncoming traffic which includes two wheelers, pedestrians and more while opening your vehicle door.
- Keep your cool in the event of a stressful situation such as a traffic jam, an accident etc. Avoid any arguments or conflict of any kind with other drivers, pedestrians and passengers.

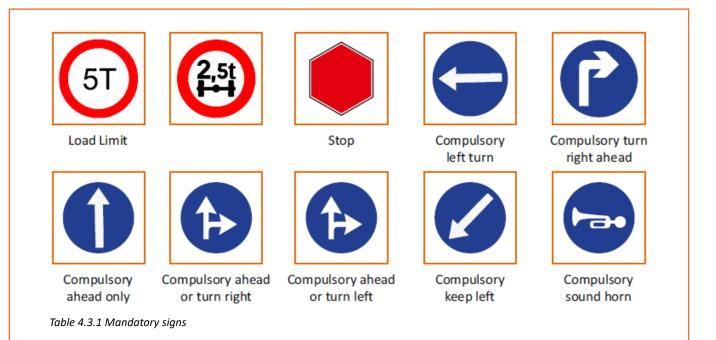
Traffic Signs

Road safety signs are mainly of three types:

1. Mandatory Signs: These are signs which are important and required by law to inform road users of laws related to road use. The absence of such signs may lead to accidents or damage to property. And people violating these signs can be punished by the law.

Ex: "One Way Road", "No Left Turn".

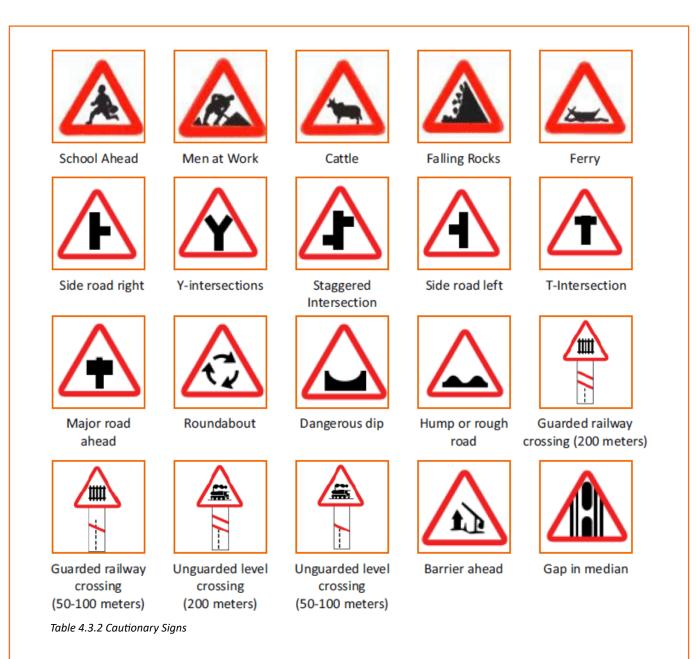




2. Cautionary Signs: These signs are even more important than mandatory signs, as without following them, there is a high probability of the road user experiencing an accident or causing harm to life and property. These signs are put up to allow the road user to take adequate action while driving in unsafe road conditions.

Ex: "Unguarded level crossing" where the driver will have to slow down for a railway crossing without a retractable fence.





3. Informatory Signs: These signs are less critical than mandatory and cautionary signs because, the road user will not come into any immediate harm if the user will not see such a sign. However, the presence of these signs will increase the convenience of road users.

Ex: Signs showing the distance to essential facilities such as nearby hotels, hospitals and public toilets and even signs showing alternate routes to destinations.



Public telephone



Petrol pump



Hospital





First aid post

Eating place

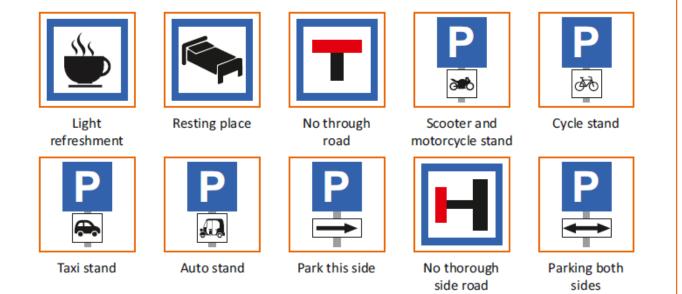


Table 4.3.3 Informatory Signs

Hand Signal Used by Traffic policemen

Traffic policemen use hand signals to direct and guide traffic on roads. Given below are some of the most important and frequently used hand signals by traffic policeman.

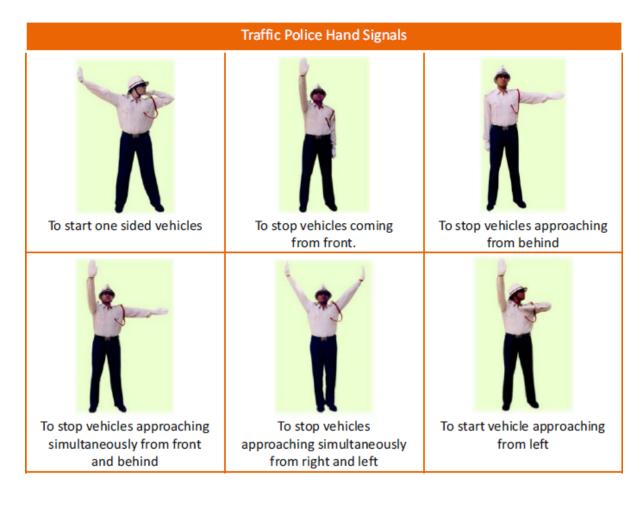




Table 4.3.4 Traffic policeman signals

Hand signals used by drivers

I intend to move in to the left or turn left	
I intend to move out to the right or changing the lane or turn right	

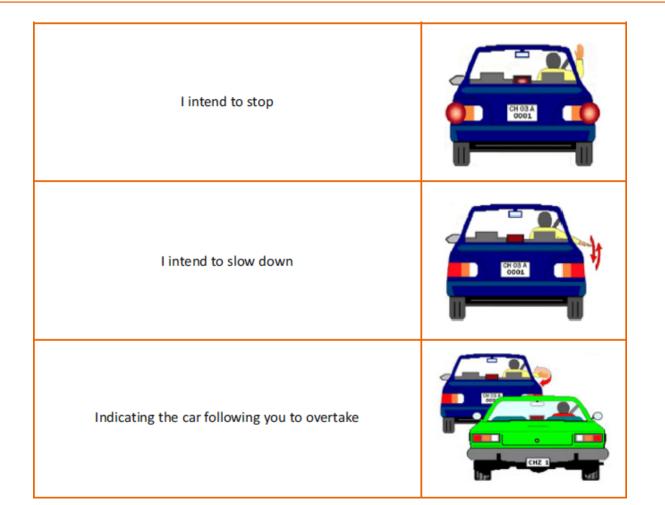


Table 4.3.5 Hand signals used by drivers

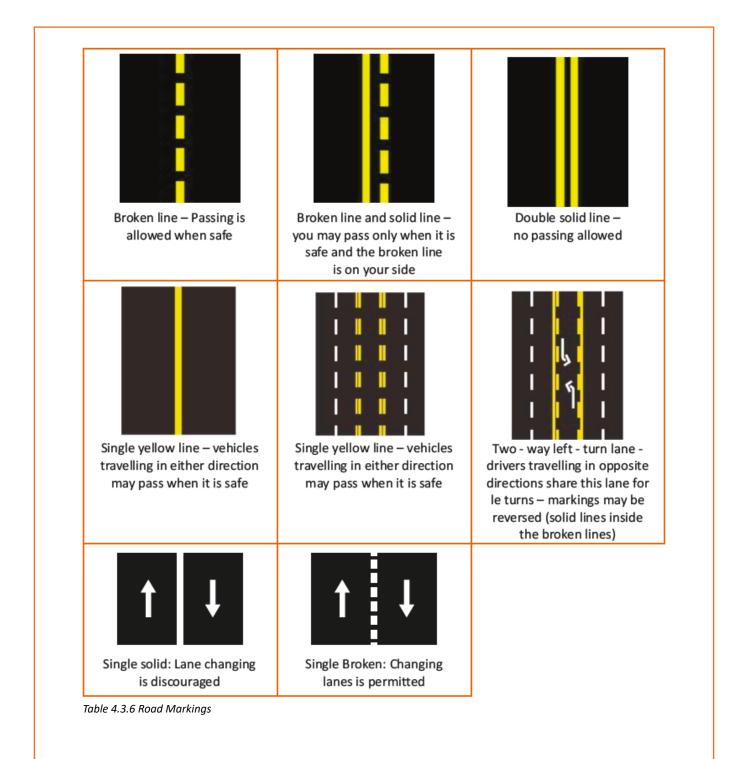
Road Markings

Road marking give you warning or direction. They are painted on the roadway, raised edge of a road or different surfaces. It is illicit to drive over newly painted, wet pavement markings.

Yellow and white lines

Yellow lines separate traffic moving in opposite directions. If there is a yellow line to your left, there will be traffic coming towards you on the other side of that yellow line.

Some road markings can also be in white color. Each of these road markings are of different signs that give varying permissions to drivers on the road.



- Do 🗹

- Show the different traffic signs to trainees.
- Tell them to identify the traffic signs.
- Demonstrate hand signals given by a traffic policemen and other car driver.
- Tell trainees to identify the hand signals.

Activity

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

Skill Practice	Time	Resources
Identification of traffic signs	60 min	Traffic signs and hand signals
and hand signals		

Do

- Call a student and tell him to demonstrate the traffic signs and hand signals.
- Tell other students to identify the hand signal and give the answer.
- Go around and make sure they are doing it properly.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 4.4: General Conduct on the Road



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

- Give special consideration to children, the differently abled and elderly.
- Follow all rules pertaining to the general public and be kind to stray animals while driving.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

– Do 🗹

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🛛

- During the trip, you have to handle many kinds of pedestrians, who can come in your way.
- As a Taxi driver you should always be considerate to pedestrians along with the elderly and the differently abled.
- You also need to handle children, mostly don't know about the traffic rules.
- India being the melting pot of cultures that it is, will always have stray animals littered in the street such as cows, stray dogs and in some cases horses. You also have to handle these animals which might come in your way.
- Everyone who has a driving license does not necessarily drive properly, all the time. This means, a taxi driver may encounter all kinds of bad drivers on the road.

Elaborate

Ways to handle different kinds of pedestrians on the road:

1. The Elderly

- Always give way to people crossing on a zebra crossing on any road.
- Watch out for pedestrians who might emerge from between parked vehicles on busy roads.
- Be patient with the elderly who are bound to take a longer time to cross the road.
- Also look out for people getting down from buses and other vehicles close to the edge of the road.

2. Children

Children may not completely understand traffic rules and regulations and most who understand them would either forget it or ignore them in part or in whole.

It is important to make allowances for children while driving:

- Since children are usually no taller than 4 to 5 feet, it is advisable to look out for children while driving near schools and playgrounds
- Also it is important to look out for children near parking areas since they may be obscured from view by other vehicles, structures or objects.
- Oblige traffic volunteers who help regulate traffic.
- Always keep an eye out for children passing by when the car is in reverse gear.
- Always use your horn generously to make your presence known when around children.



Fig 4.4.1 Traffic volunteer helping a Child cross

3. Stray Animals

- In the event of a stray animal obstructing your path, the best course of action would be to either wait for the animal to pass, or cross the road by itself, or use the horn sparingly to encourage the animal to move away.
- It is also best not to overuse the horn in such cases as it may scare the animal, leading to more problems.

4. The Differently Abled

- The taxi driver should look out for differently abled people on the road and make way for any such individuals.
- If a differently abled person is walking the street, then allow more time for the individual to cross the street.

5. Drunken Drivers, Rash Drivers and Inexperienced Drivers

Here are some measures you can take to ensure bad drivers on the road don't affect your driving:

• Try as much as possible to practice defensive driving as described:

- o Fundamental Requirements:
 - Control your speed.
 - Look ahead and expect the unexpected.
 - Be alert and do not distract yourself
- o Dealing with other participants in traffic:
 - Prepare for all kinds of actions and reactions of other drivers and pedestrians.
 - Do not expect the other drivers to do what you would ordinarily do.
 - Watch and respect other drivers.
- o Take care of your vehicle:
 - Maintain a safe following distance.
 - Drive safely considering (adjusting for) weather and/or road conditions.

Demonstrate the driving practices of handling elderly and differently abled pedestrians.

- Adjust your speed before entering a bend, in order to avoid applying the brakes in the middle of a bend.
- Do not engage in an argument or any kind of conversation with drunk, rash and inexperienced drivers.
- Do not violate traffic rules even when the traffic is low or not existent.

Demonstrate the driving practices of handling children pedestrians. Demonstrate the driving practices of handling other bad drivers during driving.

Do

Activity

- Conduct a skill practice activity.
- Make pairs of students
- Tell each pair to practice the ways of driving to handle different kinds of pedestrians.

- Notes for Facilitation 🔳

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes 📋 -			



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Coordinate Schedule and Complete the Assigned Activities

Unit 5.1 - Compliance to Duty

- Unit 5.2 Schedule Coordination and Execution of the Tasks
- Unit 5.3 Customer Centricity on the Job



Key Learning Outcomes 🛛 🖗

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

- 1. Show up to work on time, and if possible, early.
- 2. Ensure adequate levels of vehicle maintenance, vehicle cleanliness and carrying various customer consumables such as water bottles, reading material such as magazines and more.
- 3. Ensure reporting to the workplace after completing duties as a taxi for the day.
- 4. Informing the customer after completing previous journey to signify being ready to pick them up.
- 5. Comprehend the nature of different driving activities both routine and occasional.
- 6. Know location details of destination such as route to be taken, alternate routes, the actual address and essential phone numbers to intimate about delays.
- 7. Plan in advance by a week or more to include tasks such as maintenance, finishing tasks on the route in order to minimize travel distance due to detours.
- 8. Taking the alternate routes to evade traffic jams, accidents and more that are bound to happen on regularly taken routes.
- 9. Manage accounting for self and vehicle in terms of parking tolls, charges and routine vehicle related expenses assigned to him.
- 10. Explain the inability to reach the pick up or reporting location in the event of travel disruption such as vehicle breakdown or a traffic jam on the current route
- 11. Keep the customer updated regarding supplies in the vehicle such as water bottles, newspapers, mobile chargers and more.
- 12. Explain the details of accidents, breakdowns or other disruptions to the regular travel schedule which includes arguments and conflict between passengers and the general public.
- 13. Prioritize self-hygiene and cleanliness and at the same time remove any thing in the car which can emit a considerable odor such food items and strong deodorants.
- 14. Grasp personal choices of the customer in terms of music volume in the vehicle, seating adjustments and desired privacy.
- 15. Keep close at hand all emergency numbers needed for assistance during travel.
- 16. Make Use of Google maps to plan routes to new destinations.
- 17. Handle interaction with security staff of destination and also independently take care of taxes and associated fuel bills.

UNIT 5.1: Compliance to Duty



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

- Show up to work on time, and if possible, early
- Ensure adequate levels of vehicle maintenance, vehicle cleanliness and carrying various customer consumables such as water bottles, reading material such as magazines and more
- Ensure reporting to the workplace after completing duties as a taxi for the day

Resources to be Used

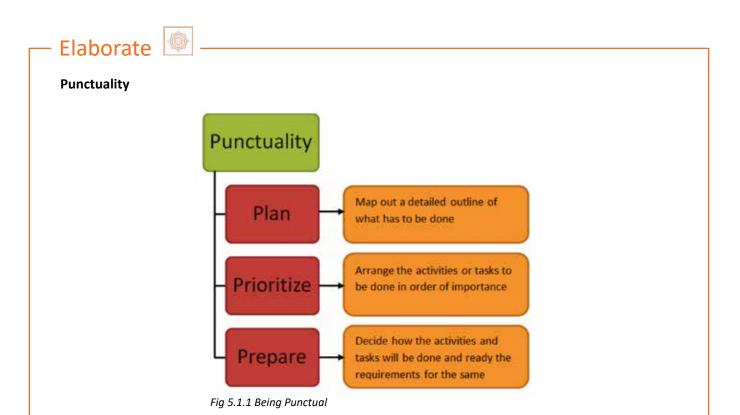
- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.



- The attribute of being able to complete a needed task or fulfill an engagement either before or at a planned time is called Punctuality.
- It is really important for the taxi driver to report to work on time as it shows commitment to the job and an active interest in completing your work. Being on time to work ensures you are hired more often and also have a loyal customer base.
- The Taxi driver will have to carry out periodical checks to ensure the vehicle is in good working condition. In order to maintain the vehicle in good working condition be sure to carry out the technical checks.
- Once you have completed your journeys or trips for the day, you should report as needed as to your company or your senior at work.



Reporting

Daily log for taxi driver for reporting

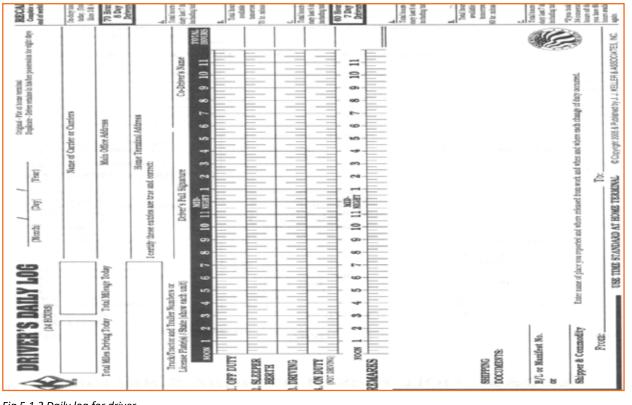


Fig 5.1.2 Daily log for driver

Ask 🔍

- Ask about importance of punctuality at work.
- Ask about reporting procedure they have to follow.

Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell participants imagine a scenario of a trip and fill a daily log sheet.
- Tell them they have to perform this activity individually.

- Notes for Facilitation 📃

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 5.2: Schedule Coordination and Execution of the Tasks

			Γ
Unit	Ob	ectives	Ľ

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

- Informing the customer after completing previous journey to signify being ready to pick them up
- Comprehend the nature of different driving activities both routine and occasional.
- Know location details of destination such as route to be taken, alternate routes, the actual address and essential phone numbers to intimate about delays
- Plan in advance by a week or more to include tasks such as maintenance, finishing tasks on the route in order to minimize travel distance due to detours
- Taking the alternate routes to evade traffic jams, accidents and more that are bound to happen on regularly taken routes
- Manage accounting for self and vehicle in terms of parking tolls, charges and routine vehicle related expenses assigned to him.

– Resources to be Used

- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🤄

- Understanding the customer needs is very important for Taxi Driver /Chauffeur. It is the responsibility of the Taxi Driver to ensure that the customer is transported by the most comfortable route and reaches the destination as per the schedule.
- Route planning and route comfort are the two aspects of customer needs. You have to plain it according to the need of customer.

• It is the responsibility of the taxi driver to keep accounts of parking tolls, charges and routine vehicle related expenses. Use a small note book with entries for this purpose.

Elaborate

Understanding Customer Needs

Route Planning: For planning the route, it is essential that the Taxi Driver is familiar with all the options available to him. During short trips reaching the destination as per the schedule is important whereas during long trips, passenger comfort is equally important. While choosing the best route to the destination traffic jams, bad roads etc. should be factored. During long trips, stops on the way to make the customer feel comfortable are to be decided in advance in consultation with the customers, whenever possible.

For route planning, you need to have the knowledge of types of urban roads or roads mostly within the city arranged.

You should be familiar with the different types of roads as described for the rout planning and customer comfort:

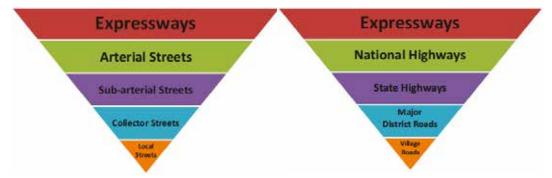


Fig 5.2.1 Types of Urban Roads and Non - Urban Roads

Customer Comfort: The various aspects of customer comforts are:

- Seating Comfort: You should ensure that the customer is seated as comfortable as possible. Ensure that the seats are in good condition with covers intact and floor carpet is properly laid. You should explain the seat adjustments available and set the seats according to the customer preference.
- Vehicle climate control: All the modern taxis are provided with Air conditioning system. In general AC controls the temperature in the car irrespective of the outside temperature. If outside temperature is high, this system brings down and outside temperature is less, this system will increase the temperature inside the car.

Customer may prefer to travel with AC or without AC. Once the customer settles down in the taxi, the Taxi Driver should enquiry his/her preference before switching on the AC. In case the customer doesn't prefer AC, car windows should be adjusted for his/her convenience and the window controls should be explained if necessary.

To ensure that the odors in the car escape, the driver should drive the car with windows open for a small distance. In case the client opens the windows when the AC is on, he/she should be requested politely to close the windows. AC adjustments should also be carried out as per the client preference.

- Entertainment en-route: Modern taxis have many features to entertain the customer en-route such as: FM radio, music system, tablet, newspaper and magazine and Wi-fi. You have to explain to the customer the entertainment options available and extend support to the customer in utilizing them before starting the trip. Always go by the customer preference regarding the volume and choice of music. If the client prefers silence please do so.
- Long travel tips: Customer needs are different during short travel and long travel. During long distance travel, you should ensure that adequate amount of customer amenities such as drinking water, reading material and small dry eatables. It will also mean ensuring your vehicle is maintained adequately to perform consistently over the period of the long drive.

Manage Accounts

A small note book with entries as shown below can be utilized for this purpose. Enter the expenses as soon as possible and mark the serial number on the receipts to avoid confusion while claiming the expenses.

	Record of Vehicle Related Expenses				
S.No.	Description of expenses	Date	Place	Amount	Receipt No.
1.	Parking Charges	10/12/2017	Mumbai Airport	150	3015
2.	Toll	13/12/2017	Victoria Terminus	50	12645



- Ask about importance of understanding customer needs.
- Ask about how to plan the route and take care of customer comfort during long trips.

- Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

Notes for Facilitation Summarize the main points.

- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes 📋

UNIT 5.3: Customer Centricity on the Job



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

- Explain the inability to reach the pick up or reporting location in the event of travel disruption such as vehicle breakdown or a traffic jam on the current route
- Keep the customer updated regarding supplies in the vehicle such as water bottles, newspapers, mobile chargers and more
- Explain the details of accidents, breakdowns or other disruptions to the regular travel schedule which includes arguments and conflict between passengers and the general public
- Prioritize self-hygiene and cleanliness and at the same time remove any thing in the car which can emit a considerable odor such food items and strong deodorants
- Grasp personal choices of the customer in terms of music volume in the vehicle, seating adjustments and desired privacy
- Keep close at hand all emergency numbers needed for assistance during travel
- Make Use of Google maps to plan routes to new destinations
- Handle interaction with security staff of destination and also independently take care of taxes and associated fuel bills

Resources to be Used

- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual



- Greet and welcome the participants to the next session of the program. Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.

– Say ᅝ

- Customer centricity is the key for success in any business.
- Apart from the policies and schemes of the companies in transportation business the most important
 aspect related to the customer centricity is how the Taxi Driver understands the needs of the customer
 and how he/she conducts himself with the customer. Taxi Driver should make all efforts to ensure
 that the customer has a pleasant experience during travel.
- Companies/agencies conduct training program for Taxi Drivers to develop customer centricity in their mind.
- Another pillar for customer centricity is the realization that companies exit for customers and not vice versa.

Elaborate

Important aspects of customer centric are:

- Location Status: You should keep the taxi company informed of your location at regular intervals. Especially at pick and drop off for customer.
- **Customer Amenities:** You should always keep the taxi vehicle well stocked with customer amenities such as drinking water, reading material, music and more.
- Notifying Altercations between Customer and Others: When there is a conflict between the customer and you, or others, it is best to stay calm and work towards a peaceful and fast resolution of the matter at hand.
- Self-Hygiene and Cleanliness: You should maintain a high standard of self-hygiene and cleanliness. Be sure to have a bath every day, use deodorant and maintain a cleanly shaved appearance. If growing a beard, keep it nicely trimmed.
- **Specific Customer Needs:** You must understand and respond to specific requirements of the customer such as music volume, luggage such as shopping bags, seat angle adjustment for seating comfort and more.
- Emergency Contacts: You should keep all relevant emergency phone numbers ready for use in the event of an emergency.

Phone Number	Emergency Services
102	Ambulance
101	Fire
108	Disaster management
181	Women's helpline
100	Police
1097	AIDS helpline
1098	Child abuse hotline
+91 9540161344	Air ambulace

- **Route Planning:** The taxi driver should always plan the route properly using GPS maps and related tools.
- Handling Simple Tasks: Apart from the support to be extended to the customer during pickup and drop.

While dropping the customer inside the apartment complex, industries or a tech park with many buildings, taxi driver should handle interactions with building security staff to complete the journey and drop the customer to the exact location.



- Ask about importance customer centricity.
- Ask about aspects of customer centricity.

Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

- Notes for Facilitation 💷

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.



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6. Drop the CustomerSafely Using theQuickest Route

- Unit 6.1 Conformance to Standard Driving Practices
- Unit 6.2 Picking and Dropping Passengers
- Unit 6.3 Conformance to Traffic Regulation
- Unit 6.4 General Conduct on the Road



Key Learning Outcomes

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

- 1. Determine that all checks to verify the road worthiness of the vehicle has been carried out.
- 2. Identify all necessary documents needed for driving and store in the vehicle.
- 3. Inspect all vehicle gauges on the dashboard for any malfunction and take action accordingly.
- 4. List all activities to be executed for ensuring the customer/passenger has a smooth ride.
- 5. Operate the vehicle to ensure optimal fuel efficiency.
- 6. Conform and comply with traffic regulations while driving.
- 7. Make use of necessary hand and vehicle signals to indicate driving direction.
- 8. Minimize conflicts with people while driving and stay calm and collected.
- 9. Utilize vehicle functions to add to driving safety.
- 10. Prioritize the well-being of the elderly, children and differently abled customers over other people while driving.

UNIT 6.1: Conformance to Standard Driving Practices

— Unit Objectives 🤘

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

- Conclude that all checks are carried out for road worthiness of the vehicle.
- Determine and conclude if necessary documents are available for self, passengers and goods
- Inspect the vehicle gauges for adequate functioning of the vehicle when you start the vehicle for the first time along with the navigation systems.
- List all the activities to be carried out to achieve a smooth ride for the passenger such as:
 - a. Changing gears seamlessly, leading to a smooth ride
 - b. Steer the vehicle optimally using all controls and systems available such as ECS, crash avoidance, ABS etc.
 - c. Use driving instruments and accessories such as windows, window wipers, AC Controls etc.
 - d. Monitor signs and warning lights on the dashboard and take appropriate action to resolve indicated Check for vehicle malfunction and respond immediately to fix malfunction, and report said malfunction to elicit help
 - e. Inspect the GPS periodically throughout the journey

- Resources to be Used 🕍

- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

- Say ᅝ

 Taxi Driver and Chauffeur drive vehicles for transporting people from place to place, but there are some differences between their roles.

- Chauffeur works for a person or for a company. When they work for person, the owner of a car gives
 him salary on monthly basis. In the case of organizations, chauffeurs will pick up customers similar to
 a taxi driver in all respects, except that, the fare for each trip is not collected from the customers. The
 employing organization will pay the chauffeur a fixed salary on a monthly basis.
- Taxi Drivers has a rule in helping customer to get in and out of the car, run errands, and carry luggage. Also Chauffeur working hours are based on the needs of their clients.
- Standard driving practices are common for both Chauffeur and Taxi driver.

- Ask

• Ask about difference in job role of a Chauffer and a Taxi driver.

Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 6.2: Picking Up and Dropping Passengers

Unit Objectives

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

- Help the customer get into the vehicle and get settled for the journey by: •
 - a. Helping elderly or differently abled customers get into the vehicle.
 - b. Helping the front seat passenger buckle up his seatbelt.
 - c. Show the customers the location and use of any reading material and audio-visual entertainment media present on the vehicle.
 - d. Adjust Air Conditioning within the car according to the customer's needs.
 - e. If the customer requests it, tune in to the radio station of his/her choice.
- Choose the travel route according to current traffic conditions and distance.
- Ensure to drive while following local and national traffic rules and regulations and driving through the most optimal route. Ask for directions from locals if unsure of the route.
- Avoid the use of high beam headlights within city limits and unnecessary honking.
- Avoid using mobile phone while driving.
- While conversing with the customer steer clear of topics involving religion, politics and related issues.
- Help the customer alight from the vehicle by:
 - a. Assisting elderly and differently abled customers get down.
 - b. Not demanding tips at the end of the journey, and accepting tips only when offered.
 - c. Unload the luggage out of the vehicle and hand over to passenger.
 - d. Wish the customer as deemed appropriate before leaving.

Resources to be Used



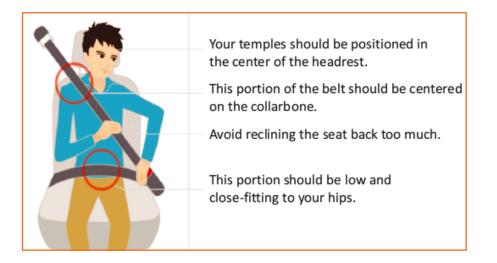
- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- **Participant Manual**

Do 🗹

• Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🦻

- Chauffeur should deal with lot of patience to help the elderly persons. Many times it is necessary to make use of wheel chairs for this purpose.
- Customer travelling in the front seat has to wear seat belt. Chauffeur should help the customer in wearing the seat belt properly.



- Route planning should be based on current traffic conditions and distance.
- You have to always follow safe driving habits.
- Assisting elderly people in getting in and out of car.
- Never demand for tips, but should accept them when offered.
- Always check that the entire luggage is unloaded and handed over to the customer.
- Do not forget to wish the customer before leaving.

Tips

Tips for wheelchair transfers:

• Help elderly to wear a gait (Safety device used for moving a person from one place to another) during transfers.

- Make more room by moving car seat back after opening the car door
- Standing on your pull the wheelchair toward you between the seat and car door
- Help elderly to bring them to a standing position by holding the gait belt
- Make use of your legs to pull up for strength.
- Make older adult lean forward from the arms of the wheelchair
- Ensure to pivot yourself and the older adult so that his or her backside is toward the inside of the car.
- Assist them to sit on the seat with their legs still out of the car.
- Help them move their legs into the car once they are sitting and have been given a moment to gain their balance.
- Assist with the seat belt, and close the door of before going to your own seat.
- Ask 🕒
- Ask about aspects need to remind during picking and dropping the passenger.

Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 6.3: Conformance to Traffic Regulations

— Unit Objectives 🦉

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

Identify local traffic regulations according to the state currently in, and follow said regulations such as:

- Change lanes in traffic while staying within speed limit.
- Maintain a safe distance from other vehicles in traffic by keeping a check on speed.
- Use appropriate hand or vehicle signals while driving to ensure other drivers know your maneuvers well in advance.
- Use all available vehicle functions to aid in driving safely.
- Solve any issues you encounter while driving by keeping a calm mindset and addressing issues without losing your cool.

Resources to be Used

- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

- Greet and welcome the participants to the next session of the program. Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.

Say 🤷

- As a Chauffeur you should always follow traffic rules and drive within the set regulations of the law as discussed earlier.
- A Chauffeur must also read and follow the instructions of road signs which will indicate the condition of the road and how it should be used as discussed earlier.

Activity

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 6.4: General Conduct on the Road

— Unit Objectives 🔟

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

- Give special consideration to children, the differently abled and elderly
- Follow all rules pertaining to the general public and be kind to stray animals while driving.

- Resources to be Used 🛽

- Available objects such as white board, white board marker pens, duster.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

• Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

– Say

- Road Users will vary in age and physical capability; hence you as a Chauffeur and Taxi Driver will have to be careful when dealing with the elderly, disabled, children and even frustrated road users.
- Keep in mind that the elderly, differently abled and children need our attention and consideration while driving.
- Be patient when dealing with a stray animal you encounter while driving on the road.
- Respect the right of way given to pedestrians and be understanding when it comes to their presence on the road.

- Activity 🖉

- Ask the students to assemble together.
- Explain the purpose of the activity.
- Tell them they have to perform the activity individually given in handbook.

- Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes 📋	
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7. Work Effectively as Team

Unit 7.1 – Interact & communicate effectively with colleagues including member in the own group as well as other groups Unit 7.2 – Organizational Context Unit 7.3 – Technical Knowledge



ASC/N0002

Key Learning Outcomes

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

- 1. Develop clear lines of communication with colleagues using face-face interaction, telephonic and other means.
- 2. Ensure you keep to the work schedule and deliver on commitments made to other colleagues and peers.
- 3. Prioritize and show respect for colleagues while performing work.
- 4. Identify, prioritize and meet commitments made to colleagues.
- 5. Inform colleagues of delays in meeting commitments in advance.
- 6. Recognize any problems with colleagues and take the initiative to resolve them.
- 7. Apply and practice all existing procedures and policies with regard to working with colleagues.
- 8. Explain Organizational Policies and Procedures.
- 9. Illustrate the Importance of Effective communication and different techniques to communicate.
- 10. Identify the need for a workplace driven by mutual trust and respect.
- 11. Analyze the effect of your work on the schedule and work of others in the organization.
- 12. Elaborate the importance of information required by colleagues and provide the said information to them.
- 13. Outline the importance of supporting colleagues in their work.

UNIT 7.1: Interact & communicate effectively with colleagues including members in the own group as well as other groups

- Unit Objectives l 🎯

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

- Make use of various media such as online means and face-face interactions to establish and sustain clear lines of communication with colleagues.
- Tell colleagues important information according to organizational needs using verbal and nonverbal means.
- Illustrate to colleagues important information as required by organizational need through verbal and non-verbal means.
- Ensure that the way you work will show respect to all other colleagues and peers at the workplace.
- Tell colleagues in advance about delays in meeting commitments or the inability to meet the commitment completely.
- Find problems with regard to working with colleagues and try to solve them by taking the initiative.
- Recall organizational policies and processes with regard to working with colleagues.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster and participant manual.
- PC with LCD Projector or Flip Chart

Do

- Greet and welcome the participants to the next unit of the program. Ask form the students, what they understand by the communication skills and how it helps them at workplace.
- Discuss their answers.
- Explain them about communication skills and how it helps them in their career growth.
- Explain them how to communicate effectively at workplace.
- Explain them need of respecting colleagues and peers.

7.1.1: Communication Skills

- Say 🗳

- Communication is sending and receiving information between two or more people.
- People exchange information by speaking, writing or signing. Information is also sent and received involuntarily through body language.
- The process of communication includes a sender, receiver and a message sent between them, and feedback. And the surroundings in which the communication is happening is called environment.
- Verbal communication means you listen to a person to understand what message the person is trying to convey. The speaker has the advantage of immediate feedback. This type of communication is best for conveying emotions and can involve storytelling and critical conversations.
- Verbal communication consists of sharing thoughts through the meaning of words.

Elaborate

Elements of communication

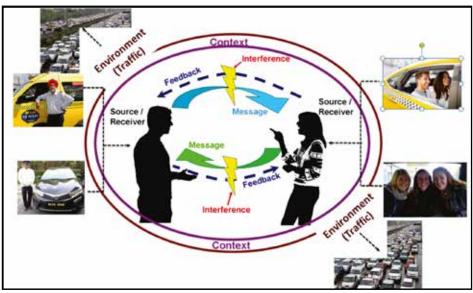


Fig 7.1.1 Process of Communication

- **1. Sender**: The person who shares information, ideas or solutions to other with a purpose is called sender or communicator.
- 2. Message: This is the ideas or information of the communication.
- **3. Receiver:** When a person receives the message which is meant for him is called receiver. Job of receiver is not limited to receive the message only but also to understand it properly so that desired objectives can be achieved.

- **4. Feedback:** The process of making sure that receiver has received the correct message and understood the sense of message by the sender.
- 5. Environment: This includes the physical space and the current mindset of the participants. The physical layout refers to the room or outside space in which the communication is happening, the lighting, ambient noise and so on. The mindset of the participants refers to the attitudes between the sender and the receiver toward each other
- **6. Interference:** This refers to the presence of factors that will change the meaning of the message. This may range from ambient noise, extreme temperatures or even the bias that people hold against each other (positive or negative).
- **7.** Channel: This refers to the medium used to communicate the message which may range from spoken words to written words, using online (computers, cell phones) and offline (face-face speaking, notepad or blackboard) means.

Components of effective communication

Various researches have shown that an effective communication consists of:

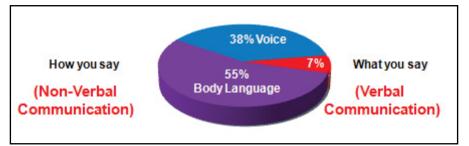


Fig 7.1.2 Process of Communication

Body Language

Body movement within communication process is basically representing to emphasize what we want to say and also to express our emotion and attitudes. If the person you are communicating with is a skilled observer can easily note you behaviour to use as a clue of your feeling or thinking process.

Components of Body Language:

- Body Posture
- Gestures
- Facial Expressions
- Eye Movements

Observe Your Customers' Body Language:

- How they sit
- How they stand
- How they use their hands and legs
- What they do while talking to you

For example, Let us assume you as a taxi driver/Chauffeur you wish the customer/passenger a good morning with a louder voice than normal, with a genuine cheerful expression on the face. Then you will have communicated to the passenger that you as a driver will ensure to make the taxi ride comfortable and pleasant.

Verbal Communication

This consists of the spoken word and the tone of voice that one uses to convey a message. To communicate well verbally you should maintain clarity of speech, keep calm and stay focused on the message at hand.

You should also focus on inflection which refers to stressing on the right part of a sentence. The tone of voice plays large role in verbal communication. The tone of voice can convey happiness, tension, frustration, cheerfulness, fear and so on.

Team Activity 🔛

- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Skill Practice	Time	Resources
Effective communication	1 hour	Communication tools
between 2 persons		

Do 🔽

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

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

7.1.2: How to Communicate Effectively at Work

Say 🔎

• One of the most crucial business skills is communication, irrespective of the industry or domain being referred to. Therefore it is good to know the fundamental principles behind business communication.

Elaborate

How to Communicate Effectively at Work

- Listening this is the first step towards being an effective communicator, and probably the most important. As a taxi-driver you should not interrupt the customer/passenger, try to predict what the customer/passenger says before they say something. Make sure you listen to what the customer is saying when he/she is saying it.
- 2. Observing and responding to Body language as mentioned earlier, body language can convey a lot about the person trying to communicate. For example, if the customer/passenger says it is ok that temperature from outside the cab isn't bothering them, but says so with stressed tone of voice or sweating, then you can go ahead and roll the vehicles windows and switch on the AC.
- 3. Preferred Mode of Communication each person will have favored choice of communication. In the case of a taxi driver/chauffeur, this may mean communicating with the senior driver or transport manager through email or telephone according to personal preference (of the senior driver or manager).
- 4. Tone of Voice Always sense the tone of voice of the customer/passenger or the senior colleague at work in order to get the right message. This means knowing when a customer agrees to a different route with a frustrated tone of voice, in this case you will have to ask the customer/passenger again if they are comfortable with the route choice.
- 5. Keep it Formal always ensure as a taxi driver/chauffeur you keep your communication strictly formal with the customer/passenger and not get casual. Being casual with the customer is mostly unprofessional and might be interpreted as a sign of disrespect.
- 6. Keep Communication Objective while driving customers, you are bound to pick up frustrated, irritated or stressed people once in a while at least. In this case, make sure that you are patient with the customer and answer customer queries without using emotional responses. Meaning if the customer is rude to you because of a traffic jam making him/her late, then calmly explain that you are doing your best to reach the destination and not reply rudely.
- 7. Restate what you hear it is advisable to repeat the name of the destination, or any instruction the customer says clearly, back to the customer to re-confirm what was said.

This will make the passenger/customer feel they are being heard and will prevent any miscommunication which may lead to delays later.

8. Always keep improving – make sure you keep practicing these habits for getting better at good communication.

Activity

- Ask 2 students to explain the process and components of non-verbal communication.
- Pay attention to the way they explain.
- Categorize the various types of communication used by them.

Explain

in 🖞

Discuss with the students the importance of being an active speaker in a debate where counter questioning is allowed.

7.1.3: Respecting your Colleagues, Peers and Clients

Elaborate

employees.

Sav

Tips for interaction with customer

the organization who has hired the chauffeur.

1. Be Kind and Courteous: Make it a point to ask for the customer's name and prefix the name with Sir or Madam. In the taxi company or other employing organization (in case of Chauffeur) make sure to learn everyone's name and always address them by it.

A work environment where everybody is respected will minimize the probability of conflict between team members. In the case of a taxi driver the person working will have to interact most of the time with the customer/passenger and for a limited amount of time with the other taxi company

In the case of a chauffeur the person working will have to interact with the owner of the vehicle or

An important part of a taxi driver/chauffeur's job is to greet the customer/passenger who gets into the vehicle. This is especially important for beginner drivers who are new to dealing with customers. Such fresh drivers can go through and try out which would be the best way to say hello, and the most appropriate way to address women and men based on the language in the region. The same procedure should be followed when the customer/passenger exits the cab. You can say thank you and goodbye when the passenger/customer exits the cab.

- Respect Personal Space and Boundaries: This applies to the customer as well as the employees in the taxi company. The taxi driver will have to ensure that the customer/passenger has his/her privacy. This means not talking to the passenger unless it is to answer a query.
- **3.** Be Reliable and Consistent: Always show up to work on time and meet all work commitments such as completing customer rides within time and filling the log register before signing off for the day. And if you are to take a leave of absence then inform a replacement driver to take on your driving duties for the day.
- 4. Be Objective: Ensure to leave emotion out of work activities, especially if they are negative. This means you as a taxi driver will have to answer queries posed by the customers and senior colleagues in an unbiased, calm and neutral manner. In case of conflict with either the customer or a colleague, make sure to resolve it immediately when you get the chance.
- **5. Be Collaborative:** As a taxi driver/Chauffeur you must be ready to pick up the slack for others when the opportunity presents itself. This means taking on another colleagues shift when they cannot show up to work on a particular day.



- Divide students into group of four.
- Tell them to prepare and present a role play showing benefits of interacting customer in a good way and losses can happen if interacting with the customer in a wrong way.

- Explain 🖞

• Discuss with the students the importance of being an active speaker during the work.

7.1.4: Honoring Commitments at Work

• When working for an organization it is important to complete work according to the planned schedule. This will ensure high productivity in the workplace and better morale amongst colleagues and peers.

Elaborate

Sav

Some ways to ensure you meet work commitments as planned:

- Make and choose your commitments on purpose and according to plan: Always ensure that any
 commitments you make are well thought out and planned. Never make a commitment that you
 are not completely sure of keeping. With regard to a taxi driver/Chauffeur you have to pick and
 choose your driving assignments according to your state of mind, whether you are rested and
 alert and so on.
- 2. Make sure your Decisions are firm and resolute: Once you make up your mind about a commitment make sure your mind does not waiver about the decision made. For a Taxi driver/ Chauffeur you will have to plan pick-ups well in advance and not change your mind about the pick-up after accepting it, unless there is a genuine emergency.
- **3.** Know the Consequences of not meeting a commitment: Always ensure that you know the adverse effects of not following up with a commitment. In the case of a taxi driver/Chauffeur you will have to think of the fare you might lose for delaying or cancelling a pickup.

Ask 🕒

Ask students about advantages of fulfilling your commitments

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

7.1.5: Handling Conflict at Work

- Say 🗳

- Conflict It can be defined as a serious disagreement or argument.
- Conflict exist in almost all organization and some time it is also consider positive as it helps in healthy
 exchange of ideas and creativity.
- Unsolved problems may lead to increased levels of bitterness and frustration.
- Every workplace is sure to have situations where colleagues will find themselves on the opposite sides of an argument. This means that friction and conflict between colleagues is a common occurrence, but colleagues will have to see to its immediate resolution to ensure a harmonious workplace.

Elaborate

Some ways to handle conflict at work:

1. Address the Issue Sooner than Later: Whenever there is a problem at work it is best to bring it up the next available opportunity and resolve it. If this is not done, the productivity of work may be affected and may lead to bigger issues in the immediate future. For example if customer is found to be smoking, politely explain your view that smoking is not permitted in taxis.

If in case a taxi driver/Chauffeur has a problem with the taxi company management or employees, then he/she should bring it up with face to face interaction and try to resolve it immediately.

- 2. Try and Find Common Ground: If the customer is frustrated with a traffic jam and a route chosen to reach a destination, then the driver can start off by pointing out that the traffic in a city cannot be controlled by any single individual.
- **3.** Listen to the passenger/customer while keeping an open mind: Taxi driver/chauffeur have to listen to the grievance of the passenger/customer patiently and not be affected by the intensity of the discussion.
- 4. Stay Calm and Speak in a soothing tone when it is your turn to talk: When talking to the customer/passenger, the taxi driver/chauffeur should speak with detachment and should not respond emotionally to the customer.
- 5. Be aware when a third party is required: When you are in the middle of an argument that is going out of control, it is best to bring in a third person or authority that is neutral to the situation. This will ensure that the dispute between people is halted, and a consensus is reached between the parties/individuals. When a taxi driver/chauffeur is in an argument with a customer/passenger, he can call the taxi company to mediate a resolution or take the help of a government official such as a traffic policeman to diffuse and resolve the situation.
- **6.** Learn from resolution as well as the conflict itself: Ensure that, when you have the time, you analyze the cause of the argument/conflict and prevent such situations from repeating again. Also make it a point to remember how the entire conflict was resolved in the end.

— Activity

- Call out a student randomly.
- Ask them to narrate an incident when they had a fight with their friend and it resulted in further problems in school, became a cause for mental stress.

Explain

• Discuss the importance of resolving conflicts for a person's mental peace, maintaining order and healthy environment in workplace.

- Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.

圜

• Ensure that every participant answer all the questions.

UNIT 7.2: Organizational Context

– Unit Objectives 🔟

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

- List the organizational policies and procedures relating to working with colleagues and roles and responsibilities linked to the same
- Explain the importance of various ways to communicate and the situations in which they can be used.
- Illustrate the need to create a workplace where colleagues and peers trust and respect each other
- Analyze the impact our work will have on another colleague/teams work and their planned schedule.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster, participant manual etc.
- PC with LCD Projector or Flip Chart

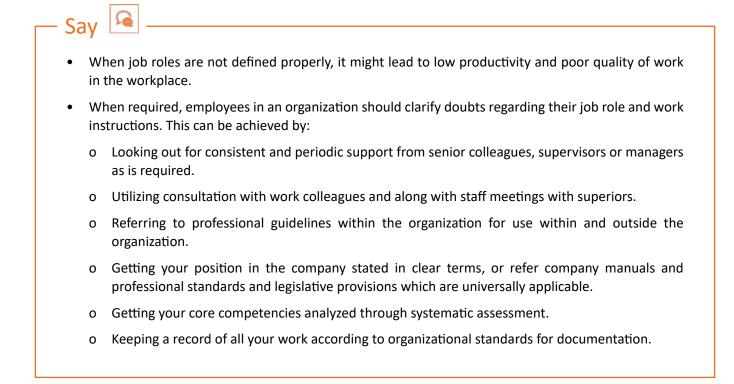
Do

- Greet and welcome the participants to the next unit of the program. Ask form the students, what they understand by organizational policies and procedures.
- Discuss their answers.
- Discuss their answers.
- Explain them how to maintain good work relationships with the teammates.
- Explain them the need of clarifying instructions to customer and team.
- Explain them as a professional, what your team mates expect from you and how you have to meet their expectation as a good team player.

7.2.1: Compliance with Company Policies and Procedure

- A major part of following organizational policies is to work within the range of your job role and its responsibilities.
- It is important for a chauffeur/taxi driver to know the limits of a job role and procedures to follow when there is a doubt about a particular task is part of your job role.

7.2.2: Working within organizational roles and responsibilities



7.2.3: Clarifying Work Instructions

- Say 🤷

Sav

- A major part of following organizational policies is to work within the range of your job role and its responsibilities.
- It is important for a chauffeur/taxi driver to know the limits of a job role and procedures to follow when there is a doubt about a particular task is part of your job role.

Elaborate

Verbal Instructions

When you need to clarify a verbal instruction, as an employee you can ask the individual delivering the instruction to rephrase or repeat the instruction. This repetition or rephrasing should serve the purpose of clarifying the doubt about the instruction. When you choose to obtain clarification from another employee, you should make sure the individual should be able to provide precise information about the task to be performed.

If you are still not clear on the work instruction, the next step would be to ask for the instruction in writing and/or refer the existing workplace policies and procedures.

There are also cases where the organizational policy itself is not clear and needs to be re-written altogether with consultation from higher management.

Specialist advice is another option that can be leveraged when the written policies are unclear. This can be the actual individual who has written or sanctioned the actual policy or a member of the higher management as the situation requires.

With regard to a taxi driver/chauffeur this means that instructions regarding customer service and driving etiquette have to be clarified. This can be anything ranging from the way to load and unload the luggage to the number of trips a taxi driver/chauffeur is allowed to make in a day.

7.2.4: Good Work Relationships

– Say 🗳

- Human beings are social living beings who need positive interactions in the form of friendships and other such positive interactions. Established research has shown that after food, water and safety the next thing that man needs are relationships such as friendships and other ties in life which fulfill a human's need to belong in an environment.
- And since a people spend at least half of their waking hours at work, the individual will have to have good working relationships to have a balanced and fulfilling life.

Elaborate

The characteristics of a good working relationship include, but are not limited to:

- 1. Trust and Open Communication: This forms the basis of every functional and healthy relationship. When there is trust among team members and between teams, communication will be more effective with room for more open and honest information exchange.
- 2. Mindfulness: In this context Mindfulness means taking full responsibility of one's words and actions. Mindful individuals are careful about what they say and do. Try to be as objective as

possible while dealing with the employing organization or the passenger/customer and leave out your personal bias and judgment.

3. Welcoming Diversity: This is very important to a taxi driver/chauffeur since the driver is bound to come across people from different parts of the country and in some cases, the world. This can be the customer/passenger or taxi company management/ employing organization.

For example if as a taxi driver/chauffeur you come across different opinions about how to treat a customer from written organizational policies and what your supervisor tells you – then you should carefully consider what has been said by the senior driver or supervisor, apply the insights of higher management into existing practices and policies. This will lead to a more productive workflow and better customer happiness.

- 4. Mutual Respect: Make sure to value the opinions of both the employing organization and the customer/passenger and find a good balance in between. This will ensure you respect everyone associated with the organization and make way for a smooth workflow.
- 5. Where to Build Good Work Relationships: This will depend on the stakeholders in a particular organization. In the case of a taxi company/ employing organization the stakeholders from the perspective of a taxi driver/chauffeur is the customer, the supervisor/senior driver at work, other similar driver colleagues within the same company. It may also include higher management within the employing organization.

7.2.5: How to Build Good Work Relationships

- 3. Manage your Boundaries: This is also largely helpful to taxi driver/chauffeur in terms of knowing when not to cross the line in terms of necessary conversation, actions and help offered. For example to start a conversation on your own and expecting the customer to talk would be violating the customer's choice to remain silent or not speak.
- 4. Difficult Relationships: This refers more to interaction between the taxi driver/chauffeur and the supervisor/senior driver and other peers at the office or in the field. Every once in a while you as a driver are bound to be forced to work with people with whom you don't necessarily get along. In such cases you should make a conscious effort to make sure professional interactions are not hampered and no conflicts arise.

7.2.6: Choosing the Right Method to Communicate at Work



• The process of transmitting information about and within the organization and its products and services is called business communication.

Elaborate

Methods of communication at work

 Recognize your target audience: The first step towards communicating effectively is to make a note of whom you are communicating with. If it is the customer then it is best to call or message the customer since they are direct forms of communication and convey a sense of urgency when they are initiated.

When it comes to your supervisor/senior driver or higher management at the employing organization it is best to organize a face to face communication or write an official email addressing the issue. In case of emergencies such as conflict with the passenger/customer you can call the employing organization.

2. Analyze the Message: The next step in this process would be to consider the content of the communication or the message in mind. The criticality, length and overall function of the message will also help decide how to communicate.

For example – if a taxi driver/chauffeur wants to apply for a leave on the fly, then the driver will have to call the supervisor/senior driver in charge to quickly get the leave sanctioned and allow time for the employing organization to assign a replacement driver to take your place.

If the taxi driver/chauffeur wants to address an issue at length, for example an existing workplace policy that needs to be updates will need an appointment for a face to face meeting or at least an elaborate formal email listing the details of the issue and its possible resolutions.

3. Using Interactive Channels: This is rare circumstances where the taxi driver/chauffeur will need feedback on the quality of his driving from the supervisor/senior driver or even the customer/ passenger as required. It may also be required when you dealing with work appraisals which have to be approved by the person in charge at work. One can use app data (Customer feedback) or online feedback forms to get such interactive feedback information.

7.2.7: Creating a Work environment which supports mutual respect and trust

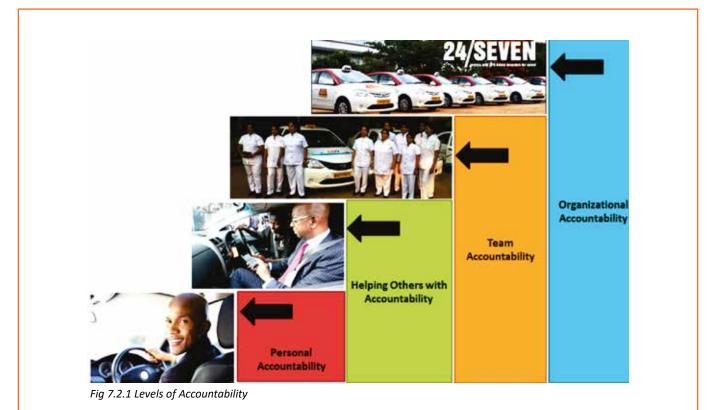
Say 🤷

- A taxi driver/chauffeur can contribute towards making the workplace one that fosters mutual trust and respect by following all organizational policies and procedures right down to a t and encouraging others to do the same.
- As a driver you will also have to be accountable for the work you do and not create delays for others in the workplace.

7.2.8: Accountability and Transparency at the Workplace



- This will involve using all the methods given above to achieve complete accountability in terms of the tasks executed at work and documentation file in view of the same.
- Accountability with regard to a taxi driver/chauffeur is to work according to company procedure and policy, and documenting the work done on a daily basis.
- This means the taxi driver/chauffeur will have to follow proper sign in and sign out procedures as set down by the employing organization. End of day closure procedures play a large role in this, with the driver completing the daily log register as required by the company.



 The driver will have to register the time spent driving customers, filing grievances, long breaks taken within the work day and unscheduled holidays and leaves applied for, and those that were sanctioned accordingly.

- If all work done at the workplace (in this case driving the employing organization) is documented according to company policy, then transparency into work process is said to be achieved on an enterprise level.
- Your work should not have a negative impact on your colleagues or supervisors at work. That is the main aim of being accountable at the workplace.

Activity 1

- Divide students into teams and give them equal amounts of newspaper, gum, cello tapes no scissors or blade should be used. Ask them to construct a castle in 30 mins. Best team will be identified based upon the following criteria:
- Which team can build the tallest, structurally-sound castle?
- Which team can build a castle the fastest?
- Divide students into teams and in each team, 1 person should be the player. The player should not speak throughout the game, The eyes of the player will be tied and the rest of the team should direct him towards the exit of the room. The player should not touch any object till he/she reaches the exit door. Also, the team members should make sure they give him the proper clue for the directions. There is one more requirement. The player should first be directed to a place where the marker pen

is placed. The player needs to pick it and then go towards the exit door. The team should co-ordinate amongst them and helps the player throughout the game. Time limit is 15 mins for each team.

- o Questions to ask during the review:
- o Did you come up with a strategy before starting the challenge?
- o Did you adapt your game plan?
- o How did you feel being blindfolded? Did you always trust your communicators?
- o Did you get frustrated at any point?

- Activity 2

- Call out a student randomly.
- Ask them to narrate an incident when they had a fight with their friend and it resulted in further problems in school, became a cause for mental stress.

- Explain 🖞

• Discuss the importance of resolving conflicts for a person's mental peace, maintaining order and healthy environment in workplace.

- Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 7.3: Technical Knowledge



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

- Explain the types and forms of information that colleagues will need, and the need to provide such information when there is a requirement.
- List the ways in which you can help colleagues with issues, so that desired quality in work is achieved.

Resources to be Used

- Available objects such as a whiteboard, duster, pen, notebook etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

– Do 🗸

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say 🗳

- A complete understanding of anything that can be applied to any issue or application is called as technical knowledge. It can also be used for reasoning in any form, to solve a problem or perform a task or procedure.
- Within the context of an enterprise, information sharing refers to the set of activities and processes through which skills, information and expertise are exchanged between colleagues and team members within and outside the organization as required.
- Knowledge management refers to the process making the right knowledge available to the right
 people and at the right time. It is about ensuring that an organization and its employees can learn,
 and that it will be able to recover and use its knowledge resources in existing applications as and
 when they are needed.
- To foster a productive work environment, one has to ensure they help their peers and colleagues with regard to work activities.
- A taxi driver/chauffeur can help out other colleagues new to the organization or Taxi Company by helping them in areas known to be problematic such as closure procedures and end of day reporting.

• The taxi driver/chauffeur can also help drivers new to the organization by helping them understand company policy and help them stick to it.

- Elaborate

Information Sharing and Knowledge Management

1. Use the right Channels for Cross-Functional Communication

As a a taxi driver/chauffeur you need to communicate with fellow drivers and supervisors etc. In case of doubts you can email your senior at work or arrange a face to face meeting.

In case of repairs to be performed on the vehicle, the minimum requirement is a telephone call and the appropriate medium of communication would be meeting face to face to point out the issues in the vehicle.

2. Eliminate Communication Barriers

Even if there is an open work culture aiding the taxi driver/chauffeur interacting with other departments such as the call center, vehicle service technicians and fellow drivers and seniors, the communication may still be hampered. This is mostly due to lack of infrastructure needed for communication.

3. Encourage Information Sharing

From the viewpoint of a taxi driver/chauffeur this means that information regarding efficient routes, vehicle operation and so on can be shared with other drivers and management as well. This will facilitate an open work culture, which will lead to increased productivity and collaboration amongst colleagues.

Ask 🖉

• Ask students about need of information sharing and knowledge management with colleagues.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes 📋 —		



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ASC/N0012



8. Practice Health Safety &Environment andSecurity Related Guidelines

- Unit 8.1 Communicating potential accident points
- Unit 8.2 Cleanliness and hygiene
- Unit 8.3 Limit damage to people/client and public
- Unit 8.4 Organizational Context
- Unit 8.5 Technical Knowledge



Key Learning Outcomes 🛛 🖗

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

- 1. Inspect and list possible safety issues while driving
- 2. Comply with guidelines and regulations stated by transport authorities
- Comply with organizational rules and policies to prevent problems associated with health, safety and environment
- 4. Ensure the vehicle is kept clean
- 5. Outline and escalate problems regarding hygiene and cleanliness to the related department
- 6. Outline and escalate problems concerning hazardous material to the relevant authority both internal and external or the taxi company and the passenger
- 7. Perform emergency procedures to reduce the danger to life and damage to goods
- 8. Perform procedures according to set rules and instructions to reduce damage and danger
- 9. Escalate issues when you cannot handle them by yourself
- 10. Ensure you give accurate information to others to help them take necessary corrective action
- 11. Identify and inform relevant personnel about safety issues according organizational guidelines
- 12. List out difficulties faced in complying with organization health and safety guidelines in detail to the management.
- 13. Test vehicle exhaust as stated by guidelines and ensure it is up to par with emission regulations.
- 14. Plan and execute disposal of waste resulting from vehicle cleaning according to environmental regulations
- 15. Notify relevant authority in case of safety and emergency issues
- 16. Explain activities to be carried out as part of safety procedures
- 17. Outline efficient ways to inform others of safety incidents or emergency situations and how to prevent them
- 18. Recall the ways to get help during emergency and safety situations
- 19. Explain the usage of relevant equipment and alarm systems to minimize danger
- 20. Plan and define alternate routes in the event of natural calamity or road diversion

UNIT 8.1: Communicating potential accident points

Unit Objectives

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

- Inspect and list possible safety issues which may come up while driving
- Comply with guidelines and regulations stated by transport authorities
- Comply with organizational rules and policies to prevent problems associated with health, safety and environment

- Do 🔽

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

– Resources to be Used

- Available objects such as a whiteboard, duster, pen, notebook etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Say 4

- The Health, Safety and Environment department of an organization deals with the well-being of the employees, and the customers of the organization.
 - Health deals with the welfare of the employees in general who work for the organization. The health function will focus on the effect of driving for long periods with short breaks in a taxi company
 - o **Safety** deals with the safety aspect of an employee in the organization. Working as a taxi driver/ chauffeur has a few risks, and the safety function aims to minimize such risks for the drivers.
 - **Environment** deals with the effect that an organization will have on the environment. With regard to a taxi company this will deal with waste management and exhaust emissions.
- It is the responsibility of a driver to update their required skills and knowledge according to regulations and organizational needs which tend to change with time.
- Drivers who are out of touch with driving or need to adapt to handling new and complicated driving

systems need to undergo training aimed at refreshing skills with regard to driving and related safety tips.

- The Taxi Company or employing organization should state in clear terms the policies and procedures which govern the work schedule of a taxi driver/chauffeur in a company. Such policies and procedures will generally indicate the rules and regulations with regard to driver qualifications and safety regulations for the vehicle.
- A taxi driver/chauffeur should consider and factor in physical and psychological health equally along with emotional state and their overall attitude towards driving for work.

Elaborate

Factors effecting Driving Performance:

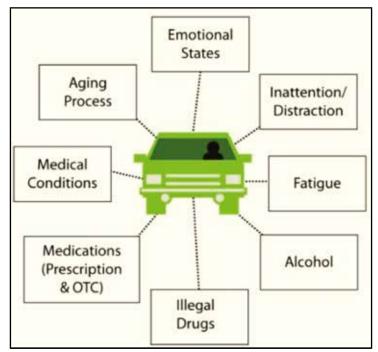


Fig 8.1.1 Factors affecting Driving performance

1. Fatigue: This is one of the major causes which leads to serious and sometimes fatal accidents from vehicular collisions. Most accidents that happen are due to tired drivers who can't focus on the road and can't keep the speed in check. Therefore the impact that happens occurs at high speeds.

Fatigue will result when drivers keep driving without adequate rest/sleep, or monotonous roads without many turns and disturbances in the road.

Drivers should:

• Ensure that you are well rested, and on the whole feeling fit and healthy and not under any medication before beginning long journeys

- For long trips, ensure you take regular and scheduled breaks of a predetermined duration.
- Always make sure you do not undertake long drive after a full day's work.

In general it is a good practice to avoid driving during the time you are supposed to sleep – early morning or late in the night. If you are feeling sleepy while in the middle of a driving assignment, make sure to inform the customer/passenger you have to stop for a caffeinated beverage and consume tea or coffee accordingly.

2. Temporary Illness: This may be anything from cough and cold to recurring bouts of fever and non-fatal illnesses. In this case the driver will have to make ensure adequate rest, nutrition and medication prescribed by a doctor of medicine.

3. Pre-existing Medical conditions: Asthmatic individuals, people with knee and joint problems will have to ensure that such conditions will not hamper driving efficiency. Such conditions are called pre-existing because the individuals will have them at the time of joining.

If a person is taking medication prescribed by a doctor; there is a high probability that some such medicines may cause drowsiness and loss of focus. Such side effects may seriously affect driving and lead to safety incidents.

4. Daily Stress Levels: The stress level of the driver operating the vehicle is usually ignored by the employing organization. If the taxi driver/Chauffeur has been driving on routes with heavy traffic with minimal breaks, then the driver is bound to be irritable and will be susceptible to bouts of road rage. When dealing with elevated levels of stress at work, the individual (driver) should immediately report the cause of stress to the line manager.

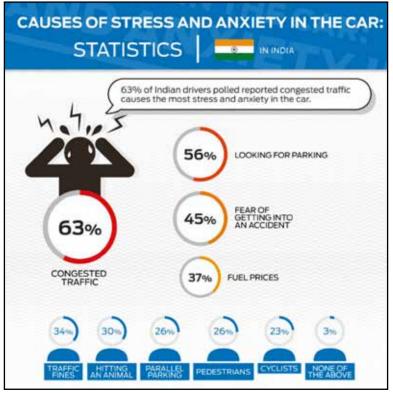


Fig 8.1.2 Causes of Stress for Drivers in India

5. Pre-drive Vehicle Checks with regard to contents of transport: As a taxi driver/chauffeur the individual should consider whether the vehicle is fit to perform transport task. This can be done by ensuring:

- When transporting passengers, you should check and verify if each occupant in the vehicle has a seatbelt, and if they are secured with said seatbelt.
- When transporting children using the vehicle, check to ensure the availability of a child seat and/ or child restraints for each child in the vehicle.
- When transporting an animal such as a pet (cat/dog etc) or any heavy load, check to see if the load is secured.

6. Maintain your company vehicles properly: Vehicle maintenance should always be done thoroughly. It is not helpful just as a preventative measure but also helps up the fuel efficiency and vehicle life and overall ride quality. You have to follow and fulfill the maintenance requirements as specified by the manufacturer, according to the set schedule they provide or recommend.

7. Tire checks: This is a vital part of vehicle maintenance. This is because historic and recent research has shown that around 50% of crashes which turn fatal are due to badly maintained tires. This means the driver will have to check tire depth and pressure on a regular basis.

8. Safety Belt Checks: Drivers should look out for fraying, fading, cuts in the tire and its flexibility as well.

9. Rust Checks: This is just as important as the last few checks. Such rust checks should be performed on the core structural components of the vehicle. Rusted components should be eliminated immediately and any residual rust must be removed early on to stop its spreading. This will save money by prolonging the life of the vehicle.

10. Exhaust System Checks: Consistent and periodic checks to inspect and rectify any issues with the exhaust system of the vehicle will go a long way in increasing ride safety of the vehicle. A major concern with exhaust systems is the detection and prevention of Carbon Monoxide poisoning.

11. Special Equipment: All vehicles, especially the ones meant for transport must be fitted with safety equipment such as a portable fire extinguisher, a reflective triangle for breakdowns, a torch, a first aid kit, and a reflective vest for high visibility during breakdowns.

Do

- Demonstrate the checks need to be done before starting a trip in the workshop.
- Tell the students to perform the checks.
- Encourage and help them in performing the checks properly.

Ask 🔍

- Ask students about the need of proper sleep before going on a long trip.
- Ask students about the different factors that can affect the driving of a driver during the trip.
- Ask about need of upgrading driving skills time to time.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 8.2: Cleanliness and hygiene



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

- Ensure the vehicle is kept clean.
- Outline and escalate problems regarding hygiene and cleanliness to the related department.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

- Greet and welcome the participants to the next unit of the program.
- Ask form the students, what they understand about health & safety at workplace.
- Discuss their answers.

Say

- A Taxi driver/Chauffer has to maintain the cleanliness and hygiene in car for giving comfort to customer.
- It is good practice to keep the vehicle clean, starting from the vehicle cabin. Since a taxi driver/ chauffeur will spend a majority of your time in the vehicle cabin. It will help eliminate some of the stress associated with driving for long hours.
- It is important for you as a taxi driver/chauffeur to keep their vehicle clean. Similarly, it is also important for the taxi driver/chauffeur to keep themselves clean and groom themselves regularly.
- The Taxi driver must coordinate with the control room continuously to ensure the passenger/ customer will have a seamless experience and a pleasant ride. The process includes the pickup and drop of the customers.

- Elaborate

General guidelines for hassle-free driving:

- The windscreen and rear windows of the vehicle should always be kept free from clutter and other unwanted items to offer an unobstructed view of the road and the rear traffic flow.
- The dashboard of the vehicle should always be kept clear and should be completely free of loose items. Any items that are present on the dashboard should be affixed to the dashboard itself using a stand or some kind of grip. This is important since at the very least, loose items will move every time there is braking, or a sharp turn is taken.
- A more serious issue is when the loose items fall from the dashboard and gets lodged between the brake pedals.
- Larger items in the vehicle should be kept low and close to the vehicle floor. This is so that the vehicle will have better balance when being driven at higher speeds.

How to keep your vehicle clean

- 1. Using a Vacuum Cleaner: The simplest way to clean a vehicle cabin is by using a vacuum cleaner to eliminate all the dust and debris present in the car. You can remove dust from hard to reach places in a vehicle cabin using a vacuum cleaner.
- **2.** Reduce and Eliminate Unnecessary Items: Make it a point to keep only useful and functional items in the car. Anything that is not absolutely required must be removed from the car. It is also good to keep the windows rolled up when you can, to avoid buildup of dust inside the car.
- **3.** Use Appropriate Footwear: One of the most common ways a vehicle cabin gets dirty is through the use of footwear. One can use a comfortable pair of footwear to drive the cab, and another pair to tread outside the cab for longer periods. This will prevent the buildup of mud and sand inside the vehicle.
- 4. Designated Places for items: Always ensure you keep all items needed in the vehicle in their designated place. For example a tissue box can be placed either at the center of the dashboard or behind the rear seats. Loose change and coins can be kept in the cup holder or other such holder in the vehicle. You can also use item organizers which help keep things in order in the car.
- 5. Clean and/or Change the Carpets Periodically: Most dirt, grime and unwanted smells originate from the carpet that lines the vehicle cabin. This means that just cleaning the carpet on the floor of the vehicle will increase how clean it will look and feel.
- 6. Wipe down Surfaces: The next major area to target in the vehicle cabin is any open surface, be it metal, plastic or fibre. Such areas accessible by customers will be subjected to dirt, sweat and other things which are undesirable. By using a wet wipe or a simple cotton cloth dipped in disinfectant over such surfaces can lead to a much cleaner vehicle.

Personal Hygiene

Tips for a taxi driver to groom himself/herself properly:



- Do 🗹

- Demonstrate how to clean the car in workshop.
- Tell the students to perform cleaning of a car.
- Encourage and help them in performing the checks properly.

Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Tell them to start cleaning the vehicle properly as discussed in session.

– Notes for Facilitation 💷

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 8.3: Limit damage to people/client and public



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

- Execute instantaneous actions to minimize the damage or danger to life and goods accordingly
- Perform actions as specified by rule or detailed instructions to minimize all kinds of damage and danger.
- Raise the issue instantly when you cannot handle the situation on your own effectively, for example reporting the issue to the police control room.
- Explain instructions clearly and give precise information to others to enable them to take needed action.
- List and notify any issue at work that may endanger people or property according to operator manual or guidelines.
- Inform management of any difficulty you face in complying with organizational health and safety guidelines along with precise details of non-compliance.
- Inspect vehicle exhaust as required by the guidelines and validate that the vehicle is complying with emission regulations. If it is not within regulation limits, then take corrective action with the help of a service technician.
- Organize proper disposal of waste which results from servicing and cleaning the vehicle. Such waste disposal should be within environmental regulations.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

– Say ᅝ

- A hazard or danger that is naturally associated with a profession or a job and that is specific to that particular job role is called an occupational hazard. For example miners will face the occupational hazard of respiratory disorders due to the constant exposure to air contaminants.
- As a taxi driver/chauffeur an individual will be working mostly alone and any incidents such as
 accidents and lapses in driving safety have to be handled on one's own. Risks such as robbery, abusive
 and aggressive customers/passengers, physical assaults, road rage, and unpredictable health issues
 such as a heart attack or an asthma attack are possibilities while transporting people and goods.
- Apart from the obvious difficulties that a taxi driver/chauffeur will face while driving, There are also several other notable ways in which a taxi driver may put himself or the customer in harm's way by not following proper procedure like luggage handling, risk factor with the environment, assisting disable people etc.

- Elaborate

Occupational hazards for a taxi driver/chauffer

- 1. The effect of Noise on the taxi driver/chauffeur: Drivers face the risk of losing their hearing partially or completely in proportion to the levels of noise they are exposed. Tinnitus is another medical condition where there is continuous ringing in one's years caused by over-exposure to noise.
- 2. The effect of vibration on the taxi driver/chauffeur: Vibration in this context refers to the shaking that is conducted from the vehicle engine to the driver through indirect contact. Excessive vibration can lead to disorders such as carpal tunnel syndrome which refers a numbness and tingling in the hand and/or arm due to a pinched nerve in the wrist.

Also possible is sensory nerve damage along with muscle and joint pain, which if left uncorrected will lead to permanent damage. In extreme cases it may lead to complex heart conditions and even permanent digestive disorders.

3. Motor disorders: A taxi driver/chauffeur must drive for long hours without many breaks, scheduled or otherwise. This means not changing one's posture while in a seated position. If the seat in the vehicle is badly designed or if the driver does not correct his posture accordingly it may lead to serious damage to his motor system. The motor system of a person consists of a set of nerves and muscles responsible for movement in a person.

Drivers are commonly exposed to risk factors dealing with back pain. These include:

- Prolonged seating in an individual posture according to vehicle cabin and seat design,
- The overall posture of the body due to the vibration experienced by the body as a whole while driving.

Counter measures to prevent back problems

1. Adjust the seat so that you are comfortable and can reach the driving controls easily with minimal effort and strain.

- 2. Adjust mirrors in the vehicle including the rear view and side view mirrors in order to minimize body twisting.
- 3. Make it a point to take timely breaks in order to change seating posture and promote healthy blood circulation to the limbs.

Other occupational hazards that a taxi driver/chauffer can face

1. Luggage handling

- a. Ensure you keep the luggage as close to the body as possible when handling it. This applies to both loading and unloading.
- b. Do not lift luggage with the back completely bent or twisted.
- c. In case you cannot handle the load of a luggage, be sure to take help from a porter.
- d. Ensure that you test the weight of the luggage/load before lifting it.
- e. Ensure you seek help from qualified professional when you are dealing with sprain or strain injuries.

2. Assisting people with disabilities or mobility issues

- a. Ensure you discuss passenger needs before the trip begins and check whether you can meet them on your own, or will need help.
- b. Do not try to physically lift passengers into the vehicle even if they are disabled.

3. Risk factors associated with the environment include

- a. Roads made on an incline or a slope poses a risk to picking up customers, especially with regard to disabled or wheelchair bound customers/passengers.
- b. High Speed Traffic in close proximity to the taxi.
- c. Objects or obstacles on the curb such as parked cars which throttle visibility and reduce the space to drive in.
- d. Uneven terrain or bad roads in general such as a road which lay with cobble stone.
- e. Any form of precipitation such as rain, snow or ice which will drastically increase the probability of slipping both for the vehicle and the customer who is boarding the vehicle.

4. Aggressive/Violent customers

As a taxi driver/chauffeur you may come across a significant number of customers who are frustrated, irritated or plain aggressive and hostile. This might be due to several reasons such as the individuals or set of individuals being intoxicated (drunk), having had a bad day and so on. In such situations as a taxi driver/chauffeur you will have to handle the customer with caution.

5. What to do in case you are faced with an aggressive customer:

- a. Always be polite and focus on good customer service. Make eye contact with the customer for the appropriate amount of time but do not overdo it.
- b. Always act in a non-confrontational even when faced with an argumentative customer.
- c. Do not try to aggravate the situation by responding to physical threats.

- d. Try as much as possible not to leave the vehicle which you are driving as it is the safest place you can be during a confrontation or an argument.
- e. If you feel uncomfortable with a job, or feel unsafe accepting it, do not do so.
- f. Try as much as possible not to offer personal information to customers/passengers if it is not needed.

6. How to avoid dangerous situations during Pick up

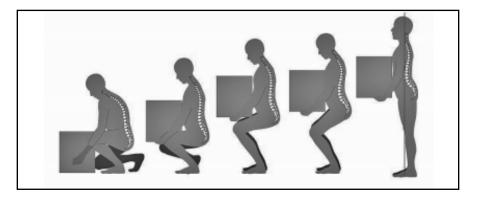
Taxi drivers can avoid the risk of being attacked by violent individuals or being robbed. This can be done by avoiding poorly lit locations while picking up customers/passengers.

- Always ask the customer/passenger to select a boarding/pick up point which is well lit.
- If the taxi driver picks up the passenger/customer in a dark area then there is a risk of being assaulted or robbed by the person you are picking up. Therefore it is advisable to pick up customers from well-lit areas and locations.

– Demonstrate

Points to be taken care of while lifting / moving material

- Lift the materials in correct posture.
- Do not try to lift too heavy materials alone.
- Ensure the grip is right so that the job doesn't slip from hand and fall
- Put down the job at the destined place properly.
- Do not throw the job on ground.
- Avoid double handling.
- Take rest breaks during heavy or repetitive work.



- Activity

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

Skill Practice	Time	Resources
Safe weight loading and unloading	2 hours	PPE
		Heavy weight

Do 🗹

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

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 8.4: Organizational Context



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

- Safety and emergency issues should be reported to the appropriate personnel/department as specified by organization guidelines.
- List all actions you can perform to minimize danger caused by hazards at work.
- Explain the most effective and relevant ways to communicate to others about safety and emergency situation and how safety incidents can be prevented.
- List the ways and places to obtain help in handling emergency and safety situations.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do

 Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Say

- Industrial and organizational guidelines often state that the presence of any hazard in the workplace must be immediately reported to the supervisor. This will act as the first step to eliminate or neutralize the aforementioned hazard and minimize its impact on the employees and their productivity.
- Every hazard should be reported to the next in charge/supervisor/line manager.
- An incident with regard to health, safety and environment is the happening of any unplanned event that interrupts and negatively affects the normal completion of a work activity. An injury is damage or physical/psychological hurt caused to an individual due to external agents or circumstances.
- Injuries can result from hazards at work which can be physical, chemical, or biological in nature.
- In case of a taxi driver/chauffeur, physical hazards can be speeding vehicles, chemical hazards can be the vehicular exhaust inhaled during driving and biological hazards maybe any infectious diseases contracted while driving.

- In a workplace, an issue/problem is the result of a collection of number of incidents with regard to a
 particular aspect.
- An issue is significantly more serious than an incident and needs immediate and thorough resolution by higher management, to avoid incidents in the future.
- Any workplace or job profile will come with a set of risks related to work activities. During the time of employment if you come across an incident or a safety issue, it is your responsibility as an employee to report such incidents and issues to the Line Manager/Supervisor.
- If you or your colleague or customer is in immediate danger then you should take prioritize and take immediate action to minimize risk and danger to the individual and those around the individual.
- Awareness of what to do during emergency situations and safety incidents is really important for the smooth functioning of any organization.

Elaborate

Reporting incidents and issues to line manager/supervisor

The steps to report such events are as given below:

- 1. Check and validate/verify the problem: Before reporting the problem you have to ensure that you have all the information needed to state the problem in its entirety along with the possible resolutions. This will show that the issue has been analyzed and significant enough to take action on.
- 2. Follow Chain of Command: When reporting safety incidents, be sure to report according to hierarchy set up at work. This means a taxi driver/chauffeur must first report to the supervisor followed by the next-in-charge and so on.
- **3. Report Objectively:** Irrespective of how the issue has affected you or your colleagues or customers, it is advisable to leave out subjective/emotional assessment of such an issue. This will help get the details of the issue across clearly and will improve chances of resolving the issue greatly.
- 4. Preventing Injury at Work: Injury at the workplace is undesirable for both the employed individual and the organization. This is because the injured individual may be physically/psychologically hurt reducing the capacity to work. The reduction in productivity of its employee will directly reduce the organization's revenue. Therefore it is essential to carry out activities that will help reduce the amount of risk of damage to people and equipment.
- 5. Keep Your Workspace Organized: Keep the vehicle cabin clear and free of clutter and unnecessary items. The taxi driver/chauffeur can keep the workspace clean by organizing items such as tissue paper box, loose change, reading material such as magazines and more. Also one can arrange items such as water bottles and snacks in the right place such as cup holders and doors compartments.
- 6. Inspect Vehicle and Comply with Safety Measures: A taxi driver/chauffeur can do this by checking the vehicle for malfunctioning parts and systems and correcting the same.
- **7. Avoid shortcuts:** It is of great importance for the individual (taxi driver/chauffeur) to carry out safety inspection procedures in their entirety and not skip any portion of the inspection procedure. This will help prevent any problem in the future.

- 8. Request for Training: It is your right as an employee to be trained as needed for a particular job profile as specified by most government regulations and guidelines.
- 9. Use Personnel Protective Equipment (PPE): The taxi driver/chauffeur can use PPE to help work better such as driving gloves and driving glasses and so on.
- 10. Improving Safety at work through Effective **Communication:** Communication with regard to safety at work includes various types of policies and Fig 8.4.1 Driving gloves



procedures, risk assessments, hazard and incident reports, workplace statistics and training.

It is essential to involve and engage work staff in the use of effective communication methods to ensure their and cooperation and support with regard to safety methods compliance.

Such methods, techniques and procedures must support and enhance the existing technical and practical safety plans. Clear safety communication will enhance an individual's knowledge and understanding of workplace hazards and risks.

Types of safety communication

1. Health Safety and Environment (HSE) mission statement, policy and strategic plan

A HSE mission statement and policy will help define and communicate the path of the safety process. It will also offer a reference point for making HSE decisions in the organization as well as on an individual level. A good HSE strategic plan can communicate the priorities and objectives that are in line with the complete business plan.

2. HSE statistics

An establishment can communicate its performance through graphs showing the down time/lost time; medical treatments availed by its employees, and other workers. It also includes compensation rates, severity and the number of incidents.

These are used to enable progressive enhancement of the accountability of line management (supervisors/ managers) with regard to organizational HSE objectives.

3. Safety induction

HSE supervisors and certified practitioners can provide on-site rules and requirements, through a safety induction meeting conducted periodically - either weekly or monthly. This will help employees perform their work activities in a safe manner.

Taxi driver/chauffeurs can pick up parking procedures and use of safety and hazard equipment form such sessions.

4. Risk assessment

Since an individual can be at risk without even knowing it, risk assessment is vital to all personnel on the workforce. Hazards such as chemicals, moving parts and so on will pose an immediate risk of injury. By listing all work activities and hashing out all risks associate with the said activity you can complete risk assessment.

Taxi driver/chauffeurs may also be subjected to risks without knowing of it. This can be the silent inhalation of Carbon Monoxide (vehicular exhaust) without knowing it. This risk can be averted by rolling up windows or using face masks.

5. Manuals, checklists and operating procedures

Safety manuals are a complete collection of rules, regulations and process and procedural requirements needed to work safely in an organization.

Checklists are a list of activities that need to be carried out in order to achieve the objective of the checklist. These checklists can include the ways to prevent incidents and hazards at the workplace and can help make informed decisions about an issue or an incident.

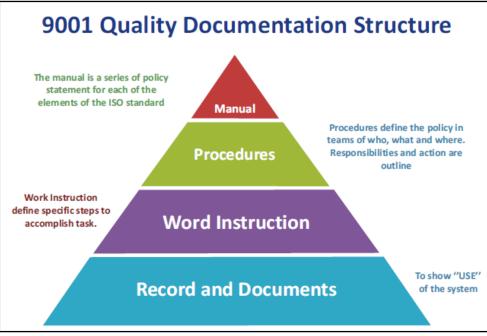


Fig 8.4.2 Manuals and Documentation

For a taxi driver/chauffeur this may mean using the Pre-Drive Checklist to ensure the vehicle is safe to drive.

Maintenance logbooks provide a historical profile of plant and machinery. Operating procedures provide advice on acceptable/safe work practices. The lock-out or tag-out of faulty equipment or work in progress can communicate potential danger.

6. Training

One of the most effective ways to bring awareness with regard to HSE is to train the employees periodically. This is different from safety induction as it is more comprehensive, covering every incident possible at work.

Training is organized by companies to cover any gaps in knowledge and understanding related to safety.

Such training can either be comprehensive or cover every section of the workforce, or it can target a certain section of the workforce to solve specific problems.

A taxi driver/chauffeur can be trained in every aspect of HSE, or a company can target high risk group such as new joiners and drivers on the night shift. Such high-risk employees will face a much percentage of risk.

Emergency situations and getting help

Given below are some of the most common emergency scenarios faced by taxi drivers/chauffeurs:

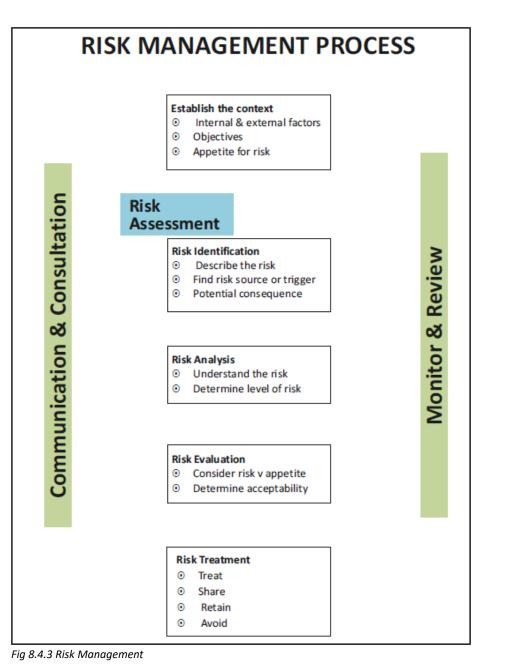
- 1. Vehicular Collision/Accident: A taxi driver/chauffeur has to be aware of the risk of accident while driving. If ever an accident happens he has to get help by calling to the taxi company or the line manage/supervisor.
- 2. Lifting: As a taxi driver/chauffeur you will have to occasionally lift customer luggage or wheel in a disabled person into the vehicle. While doing so, you stand a chance of getting hurt by using improper lifting methods or lifting loads which are too heavy. Such a risk can be minimized by simply eliminating the need to lift wherever possible. And when lifting is done, always do it the right way, with personnel protective equipment and tools such as trolleys, gloves and so on.
- **3. Burglary/Theft:** As a taxi driver/chauffeur, you can minimize the risk of being burgled or robbed by parking the vehicle in a safe place. You should also not stop in areas that are not well lit during the night and also staying out of areas in the city with high crime rates. Also when faced with assault or threat of force an isolated part of the city, it is best not to fight back or resist since help would be far away.
- **4. Fire:** In case there is a fire in the vehicle you are driving, you need to use the fire extinguisher in the vehicle to douse the flames. After the fire is brought under control, you can call a service technician to see what caused the fire and fix it.

Follow below steps if you're driving and a fire starts inside the vehicle:

- a. Move the vehicle to the nearest safe place to stop immediately
- b. Turn off the ignition
- c. Get every passenger out of the vehicle
- d. In case the passenger in the vehicle catches on fire, try to put out the fire using a blanket. If it doesn't go out, use the fire extinguisher.
- e. Keep safe distance from burning vehicle to avoid toxic fumes
- f. Call 101
- g. Warn oncoming traffic of danger if possible



Process of risk assessment



- Activity 📓

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Do inspection and make a report of fire accident happened in your taxi.

Skill Practice	Time	Resources
Inspection and reporting of a fire accident	1 hour	Checklist

Do 🗹

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

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

UNIT 8.5: Technical Knowledge



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

- Explain the usage of relevant equipment and alarm systems to minimize danger.
- Plan and define alternate routes in the event of natural calamity or road diversion.

Resources to be Used

- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

Do 🗠

• Welcome and greet the participants. Revise the learnings of the previous sessions and ask them if they have any doubts.

Notes for Facilitation

- Explain the need and importance of fire extinguisher in a taxi.
- Explain different types of fire extinguisher.
- Demonstrate how to use a fire extinguisher.
- Show different vehicle security systems.
- Explain the functioning of security systems.
- Explain the importance of finding other routes during an emergency.

8.5.1: Fire Extinguishers and Vehicle Security Systems

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual

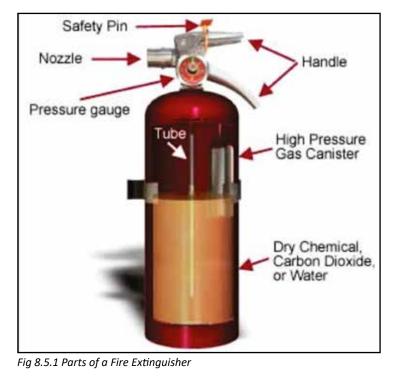


- The main parts of safety and security systems in a vehicle are fire extinguishers and vehicle alarm systems.
- High working temperatures, complex electrical systems in vehicles, engine heat and the presence of fuel in close proximity to each other means that a vehicle is susceptible to fire hazard.
- A fire extinguisher is used to control a fire. Car fire extinguishers come in smaller volumes as compared to the ones available for buildings.

Elaborate

Fire Extinguishers

The various parts of a fire extinguisher are:



Fire extinguishers

Different fuels create different fires and require different types of fire extinguishing agents.



Class A

Class A fires are fires in ordinary combustibles such as wood, paper, cloth, trash, and Plastics.



Class B

Class B fires are fires in flammable liquids such as gasoline, petroleum oil and paint. Class B fires also include flammable gases such as propane and butane. Class B fires do not include fires involving cooking oils and grease.



Class C

Class C fires are fires involving energized electrical equipment such as motors, transformers, and appliances. Remove the power and the Class C fire becomes one of the other classes of fire.



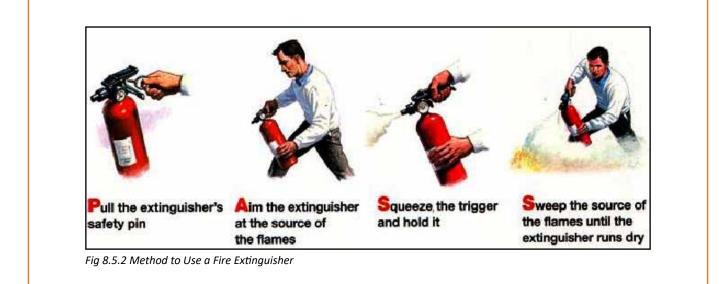
Class D

Class D fires are fires in combustible metals such as potassium, sodium, aluminum and magnesium.

Demonstrate

Steps for using the fire extinguisher

- STEP 1. Pull the pin from the top of the extinguisher for releasing locking mechanism which discharges the extinguisher.
- STEP 2. Aim the extinguisher towards the base of the fire not the flame.
- STEP 3. Squeeze the lever slowly. Deliver the extinguishing agent in the extinguisher. When the lever of extinguisher is released, the discharge of extinguishing agent stops.
- STEP 4. Sweep from side to side. Move the fire extinguisher to and fro by sweeping motion until the fire is under control. Operate the extinguisher from a safe distance. Move towards the fire when it starts to reduce.



Tips 🖳

Tips for carrying a fire extinguisher in the car

- ABC Dry Powder Fire Extinguisher: The most efficient type of fire extinguisher to store in a car in case of emergency is the ABC Dry Powder extinguisher. This is because it can be used on petrol and diesel and textiles and plastics usually found in vehicles. It can also be used to put out electrical fires. But it is not suitable for putting out engine fires as it makes the engine vulnerable to corrosion. If it is used on engine fires, ensure that you wipe of powder residue to keep the engine safe from corrosion.
- 2. Size/Volume of Fire Extinguisher for Vehicles: It is best to keep a 1Kg or 2Kg ABC Dry Powder Fire Extinguisher. The size of the vehicle should be used to decide whether you need to go for 1Kg or 2 Kg.
- **3.** Location of Fire Extinguisher: It should be placed well within your (the driver) reach for example either at the base of the driver's seat or the front passenger seat. It has to be installed and secured properly to prevent unwanted discharge of its content.

Activity

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

Skill Practice	Time	Resources
Use of fire extinguisher	2 hours	Fire extinguisher
		PPE

Do 🗸

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

- Notes for Facilitation 📃

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

8.5.2: Vehicle Security Systems

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc. •
- Vehicle security systems
- Participant Manual

Say

- Security systems for vehicles have their main objective as preventing theft. •
- There are vehicle alarms that go off loudly to alert anyone in the vicinity of unauthorized access. Other alarms silently alert of the vehicle owner of the undesirable activity related to the vehicle.

Elaborate

Different types of car alarms are:

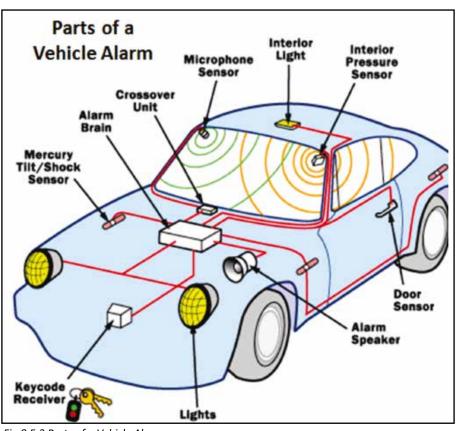


Fig 8.5.3 Parts of a Vehicle Alarm

- Passive Vehicle Alarms: This is a car alarm which has only two modes on and off. There are no features in this type of alarm that can be used individually. These alarms are activated as soon as the car is locked. When a person tries to touch the car after activating the alarm, the alarm system will trigger a series of loud noises that will get the attention of people closest to the car. This audio alarm is used to deter theft.
- 2. Active Vehicle Alarms: This is a type of vehicle alarm that depends on user interaction. Just locking the doors of the car will not activate the car lock. The user will have to turn on the alarm manually when needed. This is useful for people using car alarms only when needed. For example, a taxi driver/chauffeur won't need the alarm when parking it at the taxi company or at the place of residence. Then the driver can leave the car without activating the alarm.
- **3. Remote Start Vehicle Alarms:** An important function of a vehicle security system is to disable the ignition of a car remotely. This is the main difference between the passive types. The remote ignition feature is an extra feature in this.
- 4. Two-Way Paging Vehicle Alarms: This is an advanced version of a vehicle alarm where the features of active and remote alarms are combined. On top letting the user to control when the alarm is activated, it sends status alerts regarding the safety of the car. The alerts are displayed as text on an LCD display available with the user. It can indicate to the user if the alarm has gone off, for what reason the alarm went off and also if the car has been broken into.
- 5. GPS Vehicle Alarms: This is incrementally better than the last alarm mentioned. Here the vehicle owner can know the location of the vehicle at all times.
- **6. Silent Vehicle Alarms:** These alarms do not emit a loud noise when the vehicle is tampered with, but it sends a message to the vehicle owner when the vehicle is at risk. This is useful for people who don't like noisy car alarms.

Do

- Show the different vehicle security alarms to the trainees.
- Explain their use and working.
- Demonstrate the functioning of alarm to trainees.

- Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

8.5.3: Alternate Routes during Emergencies

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual

Say

- The taxi driver/Chauffeur can plan different routes when there is a natural calamity such as flood, an earthquake or a snowstorm/hailstorm.
- The first step for a taxi driver/chauffeur would be to listen to the local news through a television, the internet or even the current radio broadcast.
- After finding out which areas are most affected by the natural calamity, one can use GPS to navigate and find a route which has fewer risks.

Notes for Facilitation

- Summarize the main points. •
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

Notes	
Notes	





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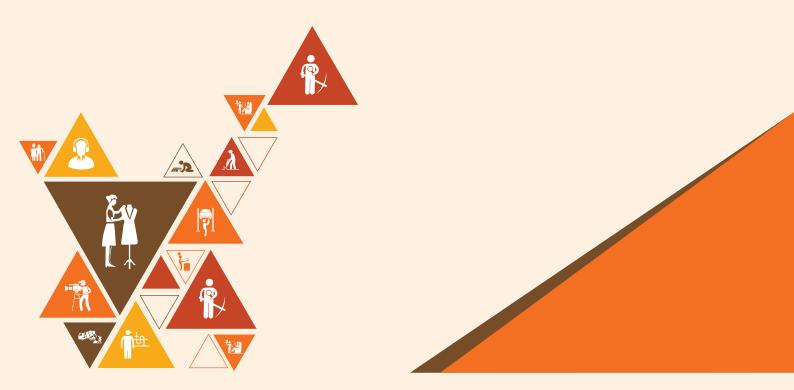


Transforming the skill landscape



9. Employability & Entrepreneurship Skills

- Unit 9.1 Personal Strengths & Value Systems
- Unit 9.2 Digital Literacy: A Recap
- Unit 9.3 Money Matters
- Unit 9.4 Preparing for Employment & Self Employment
- Unit 9.5 Understanding Entrepreneurship
- Unit 9.6 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 9.1: Personal Strengths & Value Systems

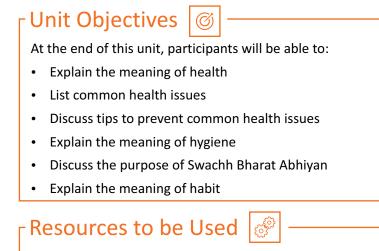
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Key Learning Outcomes

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

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

UNIT 9.1.1: Health, Habits, Hygiene: What is Health?



Participant Handbook

Ask as

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

Say 뎙

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

Ask ask

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

Say 뎙

- 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 뎗

• 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 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 뎗

- 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 a

- 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 as

• What is a habit?

Say 뎙

• 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 9.1.2: Safety

Unit Objectives 🞯

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

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

Resources to be Used

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

Say 뎗

- 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

Ask

(ask)

- 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?		

How could you or your employees get hurt at work?

Say 뎗

• 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 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 9.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

- Unit Objectives 🏼 🎯

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

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

Resources to be Used

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

Activity

• This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do 🗸

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

Say 🔓

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

Team Activity

Tower building

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

Do 🗸

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

Ask 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 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 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.



• 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 9.1.4: Honesty & Work Ethics



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

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

Resources to be Used

• Participant Handbook



- 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 뎗

- 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 9.1.5: Creativity and Innovation



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

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

Resources to be Used 🔗

- Participant Handbook
- Chart papers
- Marker pens

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

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

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

- Ask 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 뎙

- 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-youngindians/20151208.htm

UNIT 9.1.6: Time Management



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

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

Resources to be Used

• Participant Handbook

Ask 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 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 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 뎙

- 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

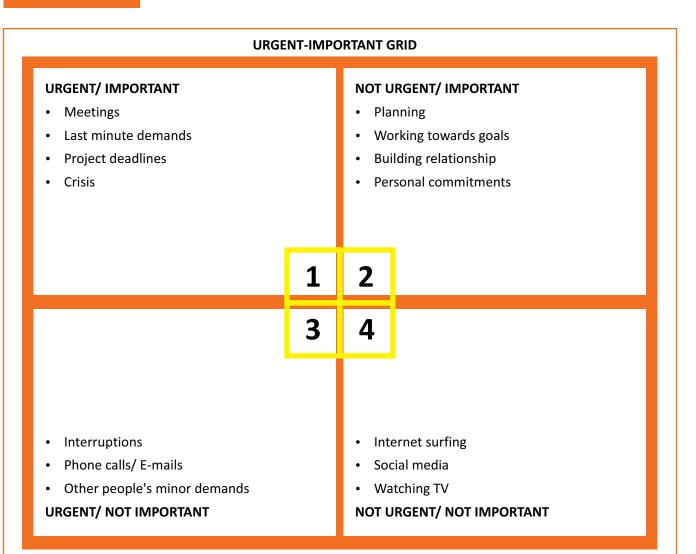
- This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

• Category 4: Not Important and Not Urgent

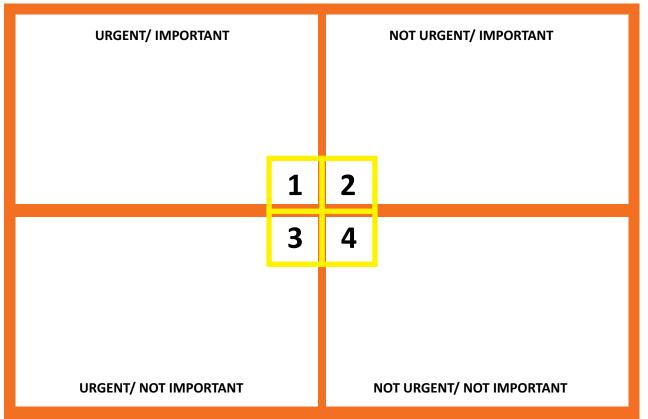
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

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



URGENT/ IMPORTANT GRID format



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 뎗

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 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 9.1.7: Anger Management



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

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

- Resources to be Used 🛛

• Participant Handbook

Ask 🤅

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

Say 🔓

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

Do

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

- Activity

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

- Ask

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

Facilitator Guide

Say 뎗

- 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 뎙

- 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 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 9.1.8: Stress Management: What is stress?



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

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

Resources to be Used

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

Say Sa

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

Ask as

- 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 e

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 Sa

- 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 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 9.2: Digital Literacy: A Recap

Key Learning Outcomes

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

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

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UNIT 9.2.1: Computer and Internet Basics: Basic Parts of a Computer

- Unit Objectives 🏼 🎯

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

Say 🔓

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

Explain

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

Ask 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 9.2.2: MS Office and Email: About MS Office



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

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

-Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

-Ask

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

Say 뎙

- 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 9.2.3: E-Commerce



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

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

Resources to be Used 🕼

- Computer System with internet connection
- Participant Handbook

-Ask

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

Say 뎙

- 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 痛

- 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 โ

- 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 뎗

- 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.



- 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 뎙

- 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?

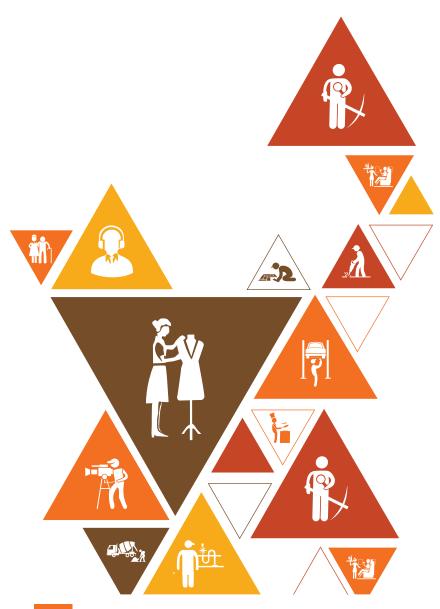
-Say | ົ

- 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 9.3: Money Matters

Key Learning Outcomes

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

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

UNIT 9.3.1: Personal Finance – Why to Save?

-Unit Objectives 🎯

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

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

-Resources to be Used

Participant Handbook

-Ask 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 as

- 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?



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

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

-Ask 💽

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

Say 뎙

• 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?



• 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 9.3.2: Types of Bank Accounts, Opening a Bank Account



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

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

-Resources to be Used

- Account opening sample forms
- Participant Handbook

-Ask 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 뎗

- 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?



• 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 S

- 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 ACC	COUNT OPENING F	DRM	
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				

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household	The state of the second s	the set of the set	1	
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account after % r needs subject to	nonths of oper the condition all facility (st	ting my lited only	account for	meeting my emergency/ family ber from the household will be ms and conditions stipolated by
ipplicable have b shall abide by a	een read over If the terms an	inid expl id raindit	ained to me ions as may	act. The terms and conditions and have indecstood the same be in torce from time to time. I I facility from any other bank
Place:				
Place: Date				Signature / LTI of Applicant
Place: Date: Nomination				
Place: Date: Nomination. I want to nomin Name of Nomines	nate as ynder Řelationship	Age	Date of Bith in case /it Inition	
Place: Date Nomination I want to nomin Name of	a service of the serv	Age	Bith in case /if	Person authorised in case to receive the amount of deposit on penalt of the nominee in the event of my
Place: Date: Nomination I want to nomin Name of Nominee	a service of the serv	Age	Bith in case /if	Signature / LTI of Applicant Person authorised in case to receive the amount of deposit on penalt of the nominee in the event of my
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UNIT 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives 🏼 🎯

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

• Differentiate between fixed and variable costs

-Resources to be Used 🧬

- Participant Handbook
- Blank sheets of paper
- Pens

-Ask

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

Say 뎗

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

-Team Activity 뵭

Identify the type of cost

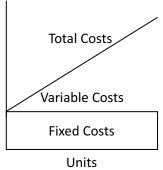
- 1. Rent
- 2. Telephone bill
- 3. Electricity bill
- 4. Machinery
- 5. Insurance
- 6. Office supplies/ Raw materials
- 7. Employee salaries
- 8. Commision percentage given to sales person for every unit sold
- 9. Credit card fees
- 10. Vendor bills

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 뎗

- 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 퇻

• 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 9.3.4: Investments, Insurance and Taxes



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

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

-Resources to be Used

• Participant Handbook

-Ask ask

- 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?

C.S

• 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.



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

Say 🔓

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

-Say |ନ୍ଦ୍

• 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 9.3.5: Online Banking, NEFT, RTGS, etc.



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

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

Resources to be Used

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

-Ask

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

-Say 🔓

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

Do

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

Say 뎗

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

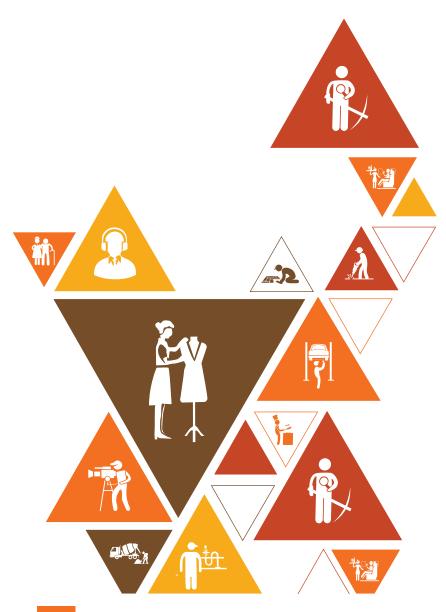
Do 🗸

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

-Summarize 🔎

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

Notes 📋		



UNIT 9.4: Preparing for Employment & Self Employment

Ö

Key Learning Outcomes

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

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

UNIT 9.4.1: Interview Preparation: How to Prepare for an Interview?

-Unit Objectives 🏻 🎯

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

• Discuss the steps to follow to prepare for an interview

Resources to be Used

• Participant Handbook

-Ask 🤅

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

-Say 뎗

- 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 痛

- 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 9.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

-Unit Objectives 🏻 🎯

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

Discuss the steps to create an effective Resume

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

-Ask

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

Say 🔓

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

Do 🗸

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

Say 🔓

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



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 988XXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say 뎗

• 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: nxxxxxxxla@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 9.4.3: Interview FAQs



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

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

-Resources to be Used 🖉

• Participant Handbook

Say 🔓

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

Do 🗸

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

-Role Play 😴

Conduct a role play for the situation given.

Situation 1

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

-Say 痛

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 뎗

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 뎙

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 9.4.4: Work Readiness – Terms and Terminology



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

Identify basic workplace terminology

-Resources to be Used 🔗

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

-Ask as

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

Say 뎙

• 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 뎙

- 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 ask

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

Say 뎗

• 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

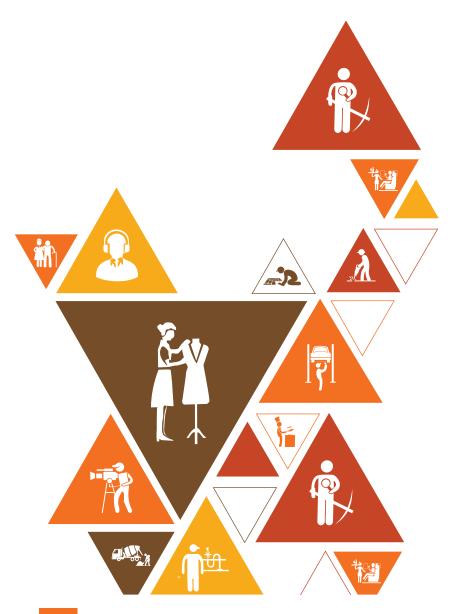
• Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

-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.



• 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 9.5: Understanding Entrepreneurship

Key Learning Outcomes

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

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

UNIT 9.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

-Unit Objectives 🛛 🎯

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

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

-Resources to be Used 🔗

• Participant Handbook

Say 🔓

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

-Team Activity 🙀

Quiz Questions

- 1. Who is the founder of Reliance Industries? Dhirubhai Ambani
- 2. Who is the Chairman of Wipro Limited? Azim Premji
- 3. Who launched e-commerce website Flipkart? Sachin Bansal and Binny Bansal
- Who is the founder of Paytm?
 Vijay Shekhar Sharma
- 5. Who is CEO of OLA Cabs? Bhavish Aggarwal
- 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 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 뎗

- 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 9.5.2: Leadership and Teamwork

-Unit Objectives 🛛 🎯

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

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

-Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

-Do 🗸

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



-Say 뎙

- 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 뎗

• 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 痛

- 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 ask

• Do you consider yourself a team player?

-Team Activity 比

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 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 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 9.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives 🏻 🎯

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

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

-Resources to be Used 🧬

• Participant Handbook



Activity - 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 Sa

- 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 痛

- 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 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 뎗

• 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 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 ask

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

-Say 뎙

- 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 9.5.4: Problem Solving & Negotiation Skills

Unit Objectives (

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

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

Resources to be Used 💣

• Participant Handbook

Ask as

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say 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 뎗

De-brief questions:

- 1. What was the problem?
- 2. Is there any other alternative solution?
- 3. Is this the best solution presented?

Ask 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 (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 뎙

• 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 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 as

 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 뎗

• Discuss the important steps to negotiate as given in the Participant Handbook.

-Role Play 🔽

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

Do 🗸

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

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

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
- 4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

- 1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 4. Give the pairs/groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
- 5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
- 6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

-Summarize 🛛

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

UNIT 9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives 🏼 🎯

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

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

Resources to be Used 🔗

- Participant Handbook
- Blank sheets of paper
- Pens

-Ask

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

Say 🔓

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

Do 🗸

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength	Weakness
What are your strengths?	What are your weaknesses?
What unique capabilities do you possess?	What do your competitors do better than you?
What do you do better than others?	
What do others perceive as your strengths?	
Opportunity	Threat
What trends may positively impact you?	Do you have solid financial support?
What opportunities are available to you?	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 9.5.6: Entrepreneurship Support Eco-System

Unit Objectives 🞯

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

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

-Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens
- Pencils
- Colour pencils
- Scale
- Eraser
- Other requisite stationery material

-Ask 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 뎗

- 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.



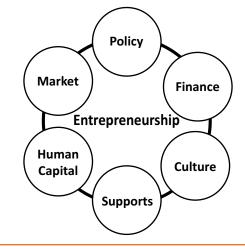
• Making a poster showing the entrepreneurship support eco-system.

-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 ᡗ

• 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 9.5.7: Risk Appetite & Resilience



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

• Discuss the relationship between entrepreneurship and risk appetite

5

- 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 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 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 middleclass 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 뎗

- 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 9.5.8: Success and Failures



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

• Discuss how to deal with failure

Resources to be Used

• Participant Handbook

-Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example 💡

• Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

-Say 痛

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the participants as given in the Participant Handbook.

-Ask 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 9.6: Preparing to be an Entrepreneur

Key Learning Outcomes

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

- 1. Discuss how market research is carried out
- 2. Describe the 4 Ps of marketing
- 3. Discuss the importance of idea generation
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Discuss the importance of setting goals
- 10. Differentiate between short-term, medium-term and long-term goals
- 11. Discuss how to write a business plan
- 12. Explain the financial planning process
- 13. Discuss ways to manage your risk
- 14. Describe the procedure and formalities for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important questions that every entrepreneur should ask before starting an enterprise

UNIT 9.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

- Unit Objectives 🛛 🎯

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

Resources to be Used

- Participant Handbook
- Chart papers
- Markers pens
- Blank sheets of paper

Ask 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?

Employability & Entrepreneurship Skills

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 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 뎙

- 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 9.6.2: Business Entity Concepts



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

Recall basic business terminology

- Resources to be Used

Participant Handbook

Say 뎗

- 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

Facilitator Guide

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
10	

15. What are the two main types of capital? *Debt and Equity*

UNIT 9.6.3: CRM & Networking

Unit Objectives Ø

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking

Resources to be Used

Participant Handbook

Ask as

- 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 9.6.4: Business Plan: Why Set Goals?

Unit Objectives Ø

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

- Discuss the importance of setting goals
- · Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

Resources to be Used

- Participant Handbook
- Chart papers
- Blank papers
- Marker pens
- Ruler

Ask as

- 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 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 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 뎙

- 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 뎗

- 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 뎗

- 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 9.6.5: Procedures and Formalities for Bank Finance

Unit Objectives 🞯

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

Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask 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 뎗

- 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
- 12. 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 9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

- Unit Objectives

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

• Discuss how to manage their own enterprise

Resources to be Used

• Participant Handbook

Ask 🤅

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say 🔓

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say 🔓

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

Say 🔓

• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity 🍃

Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Do 🗸

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have 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 9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

• List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask ask

• Why do you want to become an entrepreneur?

Say 뎗

- 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.

Facilitator Guide		
	1	
Notes 📋 —		



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10. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria



Annexure I Training Delivery Plan

Training Delivery Plar							
Program Name:	Certificate Course in Taxi Driver/Ch	auffeur					
Qualification Pack Name & Ref. ID	Taxi Driver/Chauffeur - ACS/Q9714						
Version No.	1.0 Version Upd	late Date	7-03-2017				
Pre-requisites to	5th Standard pass						
Training (if any)							
Training Outcomes	By the end of this program, the pa	•					
	 Assess and ensure road wo 	orthiness of the vehicle:					
			e as per the organizational requirements and technical				
	Coordinate with control roo	om and reach to the custo	omer pickup point				
	- Comply to duty reportin	ng					
	- Coordinate with the cor	ntrol room					
	- Escalate the problems t	o supervisor/reporting					
	Coordinate schedule and complete the assigned activities:						
		•	s/ articles to be picked up / e locations involved for the				
	• Drop the customer safely fare / Drop the customer sa		••				
	- Drive safely to ensure p	assengers and public safet	ty				
	 Pick and drop the pass fare at the end of the tr 		ickest route and collecting				
	- Follow Traffic regulation	IS					
	- Deal with customers in	calm and respectful mann	er				
	 Practice HSE and security safety measures, Individu Emergency Responses, First 	al Safety, PPE usage, s					
	 Work Effectively in a team with colleagues, verbal and and understand organizatio 	non verbal information, ic	dentify problems in working				

SI. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1	Introduction	Icebreaker	 Qualities required of a good driver and customer expectations Understanding CMVR guidelines and RTOs requirements including pollution norms Knowledge of different vehicles models and their technical features Introduction to driving simulators 		Group Activity: Passing the Parcel	Whiteboard/ Markers, Computer, Projector, screen	10 hour
2	Ensuring road worthiness of vehicle	Overview of auto industry, CMVR guidelines, traffic acts, traffic rules and regulation, escalation of issues, vehicle operation and technical check	 Ensure the vehicle road worthiness as per rule book of STUs, CMVR guidelines for RTO and other environmental requirements Supervise and ensure basic technical check of vehicle before the trip. Record all deviations observed while carrying out technical checks or servicing like oil/filter change, coolant and fuel levels and tyre inflation levels, during the trip. Escalate vehicle defects to the seniordriver or supervisor or owner. 	ASC/N9703 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2, KB3	Facilitator-led- discussion Videos	 Laptop, White board, marker, projector , screen Driving Simulator , vehicles with duel control for practice cut section models of engine and other aggregates, driving training track, Road Signage charts, tyre lever, tyre inflator, wheel balancing unit, tyre lever, air pressure gauge, eye testing apparatus, automotive traffic signal 	80 hrs

			 Follow company's policies on vehicle road worthiness requirement. Read and understand technical standards of vehicle operation in terms of fuel system and other control systems in vehicle. 			 Compete set of tool box with spanners plier, files, screw drivers, air compressor, battery charger, torque wrenches First aid Box, fire extinguisher, personal protective equipments (PPE) 	
3	Coordinate with control room and reach to the customer pickup point / Coordinate of the schedule and completion of assigned activities	Control room process, coordination with control room, MCT system use, maintain good relationship with customer	 Follow compliance to duty Coordinate with the control room Coordinate sched- ule and execution of the tasks Inform about the inability to reach to pickup point in case of traffic jams or vehicle break- down / accidents Maintain customer centricity on the job Gain knowledge of the company / organisation and its process Gain knowledge about basic read- ing and writing skills to fill the attendance sheet and the requisite details Check the working of MCT and in built GPS system 	ASC/N9706 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 KB1, KB2, KB3, KB4 ASC/N9719 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC 11,PC12, PC13, PC14, PC13, PC14, PC15, PC16, PC17, PC18, PC19 KB1, KB2, KB3	 Facilitator- led- discussion Skill Practice (Activity) 	Laptop, white board, marker, projector, screen	80 hrs

4	Drop the	Safe driving	Conform to	ASC/N9707	• Facilitator-	Laptop, white	80 hrs
	customer	practices, traffic	standard driving	PC1, PC2,	led-	board, marker,	
	safely using	signage, hand	practices, obtain	PC3, PC4,	discussion	projector,	
	the	signals. Customer	good fuel efficiencyDeal with custom-	PC5, PC6,	Skill Practice	screen	
	quickest	pickup and drop,	ers in calm and	PC7, PC8,	(Activity)		
	route and	fare collection,	respectful manner	PC9, PC10,			
	collect the	handling	 Pick-up and drop 	PC 11,PC12,			
	applicable	different types of	the passenger and	PC13, PC14,			
	fare /	pedestrians	collect the fare	PC15, PC16,			
	Drop the		Observe confor-	PC17, PC18,			
	customer		mance to state specific traffic	PC19, PC20,			
	safely using		regulation	PC21, PC22,			
	the		Give preference	PC23, PC24,			
	quickest		and right of road	PC25, PC26,			
	route for		usage to children,	PC27, PC28,			
			elderly and differ-	PC29, PC30,			
	Chauffer		ently abledUnderstand and	PC31, PC32,			
			Coordinate the op-	PC33			
			eration of all con-				
			trols to maneuver	KB1, KB2,			
			the vehicle safely	КВЗ, КВ4,			
			and responsibly in	КВ5, КВ6,			
			all condition such	KB7			
			as parking, overtak- ing, reversing,	ASC/N9720			
			gear changing, bad	PC1, PC2,			
			weather condition	PC3, PC4,			
			and hill driving.	PC5, PC6,			
			 To attend to any 	PC7, PC8,			
			malfunctioning or	PC9, PC10,			
			break down and do minor adjustments	PC 11,PC12,			
			or repairs.	PC13, PC14,			
			 To communicate 	PC15, PC16,			
			effectively in local	PC17, PC18,			
			language and gain	PC19, PC20,			
			knowledge/experi-	PC21, PC22,			
			ence from working on different routes	PC23, PC24,			
			 Develop profes- 	PC25, PC26,			
			sional skills and	PC27, PC28,			
			take decisions well	PC29			
			on time				
				KB1, KB2, KB3, KB4,			
				квз, кв4, КВ5			
				כסא			

5	Work effectively in a team	Communication skills, team work, conflict resolution	 Interact & communicate effectively with colleagues including members in the own group as well as other groups Use all forms of verbal and nonverbal methods to communicate clearly and effectively with colleagues, supervisors, customers and other stakeholders Judge customers' body language and use an appropriate approach to deal with them Apply the best practices for grooming to look presentable and make good impression on customers Use proper personal etiquettes at workplace Acquire knowledge and understanding required for team working 	ASC/N0002 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KB1, KB2	 Facilitator- led- discussion Skill Practice (Activity) 	Whiteboard/ Markers, Computer, Projector, screen, case studies	75 hrs
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6	Practice HSE and security related guidelines	Health and safety at workplace, hazards, emergency procedures and plan, fire evacuation	 Identify and report potential safety is- sues while driving. Follow safety stan- dards. Ensure cleanliness and hygiene of vehicle. Escalate issues related to cleanli- ness, hygiene is- sues and hazardous material to concern department. Follow instructions or guidelines for preventing danger or damage for the vehicle and report any abnormal observation. Understand and ensure that the vehicle meets the emission norms. Identify steps of emergency proce- dures for accident, fire, passenger, cli- ent related issues. 	ASC/N0012 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC 11,PC12, PC13, PC14 KB1, KB2	 Facilitator- led- discussion Skill Practice (Activity 	Laptop, White board, Marker, projector, Fire Extinguisher, First aid kit, Waste bins, PPE Case Study - Audio/video Training charts	75 hrs
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Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Fitter – Levelling, balancing and alignment	
Job Role	Taxi Driver/Chauffeur
Qualification Pack	ASC/Q9714, v1.0
Sector Skill Council	Automotive

Sr. No.	Guidelines for Assessment
1	Assessment to be conducted by ASDC as per competency output defined in the NOS/QP and theassessment criteria provided in the NOS/QP
2	Assessment to be carried out by a third party Assessment Body duly affiliated to the SSC.
3	ASDC assessments will be comprehensive and cover all aspects of acquired knowledge, practical skills and also basic ability to communicate. Accordingly, evaluation process would include:
	i. Theory/Knowledge test
	ii. Practical demonstration test
	iii. Face to Face Viva-Voce
4	Theory/Knowledge assessment will be carried out on line through a link provided for each assessment that generates a random paper from a bank of questions available at the back end.
	- Exception to an online test in favour of Paper Test would be subject to non-availability of requisite broad band and/or hardware.
	- On line test would be conducted in the presence of an ASDC assessor till web enabled proctoring is deployed.
5	ASDC assessor would be conducting Practical and Viva as per the criteria provided in the
	NOS/QP.
6	Cut off criteria for certification (Marks obtained in %):80 %

				Marks Allocation		
Assessment outcome	Assessment criteria (PC)	Total Marks	Out Of	Theory	Skills Practical	
(NOS Code and Description)						
ASC/N9703 Assess and ensure road worthiness of the vehicle	PC1. check that the vehicle meets basic legal and compliance related requirements	100	13	4	9	

r	-r		1		r	·
	PC2.	check vehicle service record indicative of any history of technical defects or immediate need for servicing like oil/ filter change		13	4	9
	PC3.	record all deviations observed while carrying out PC1 and PC2		13	4	9
	PC4.	record any other deviations observed during the trip		11	3	8
	PC5.	ensure all basic technical checks have been carried out as per standard organization or vehicle manual check list /procedure		13	4	9
	PC6.	verify availability of fuel / charge for the vehicle		11	3	8
	PC7.	report actual or possible defects to the senior driver or service supervisor in enough detail so they can diagnose the problem		13	4	9
	PC8.	in consultation with superiors conclude about the road worthiness of vehicle and if found unfit to decide to use another vehicle		13	4	9
			Total	100	30	70
ASC/N9706 Coordinate with	PC1.	report to duty on time as per the schedule		13	4	9
control room and reach to the	PC2.	log into the MCT system when starting the vehicle for the day		13	4	9
customer pickup point	PC3.	comply to duty closure procedure on completion of responsibilities for the day	100	11	3	8
	PC4.	communicating the status of previous journey completion to the control room		13	4	9
	PC5.	continuously contact the control room using MCT for getting details for the pickup passenger on the display screen for next trip based on the current location tracked through in-built GPS		13	4	9
	PC6.	intimating the control room post dropping of the passenger at the desired destination		13	4	9
	PC7.	inform about the inability to reach to pickup point in case of traffic jams or vehicle breakdown		11	3	8

	PC8.	inform about incidents (accidents, break downs etc.) during the day if any and also about minor altercation between passengers / public / officials		13	4	9
			Total	100	30	70
ASC/N9707 Drop the customer safely using the	PC1.	confirm all checks have been carried out for road worthiness of the vehicle		3	1	2
quickest route and collect the applicable fare for Taxi Driver	PC2.	confirm all papers and documents including driving license, vehicle documents and documents related to goods etc are available		3	1	2
for faxi briver	PC3.	start the vehicle and before moving re confirm all gauges are functioning including MCT and in built navigation system if available	100	3	1	2
	PC4.	after starting but within few meters of moving to check the brakes		3	1	2
	PC5.	change gear smoothly and in good time; coordinate the change of gears with steering control and acceleration		4	1	3
	PC6.	use the accelerator, steering control and brakes correctly to regulate speed and bring the vehicle to a stop safely		3	1	2
	PC7.	coordinate the operation of all controls to manoeuvre the vehicle safely and responsibly in all weather and road conditions in forward gear. In reverse gear to take help of assistant		3	1	2
	PC8.	use the windows, wipers, demisters, climate and ventilation controls so that you can see clearly		3	1	2
	PC9.	monitor and respond correctly to gauges, warning lights and other aids when driving		4	1	3
	PC10.	in case of any malfunctioning or breakdown, to immediately attend to the problems		3	1	2
	PC11.	check the working of MCT and in-built GPS system		3	1	2
	PC12.	after reaching the pick-up point ,confirm the name with the customer and greet the customer appropriately		3	1	2

PC13.	load the passenger's luggage (if any) in the boot of the vehicle	3	1	2
PC14.	offer help for boarding to elderly or differently able customers	3	1	2
PC15.	start the engine, wear seat belt, ensures that front row passenger also wears the belt. Ensure that all doors are locked. Point out to customer any news papers, magazines, entertainment media available on vehicle	3	1	2
PC16.	check with the passenger about his destination and start the taxi fare meter and show the starting reading to the customer	3	1	2
PC17.	select the destination route of the passenger considering the traffic condition and distance	4	1	3
PC18.	start and adjust air conditioning and ventilation as per customer requirement	3	1	2
PC19.	tune in to radio station channels as per customer choice	3	1	2
PC20.	drive through the selected route without violating any traffic norms	4	1	3
PC21.	if unsure about the route stop and ask for directions from locals	3	1	2
PC22.	avoid unnecessary honking and avoid using high beam lights in city	2	0	2
PC23.	an route, pay toll charges if any, and collect from customer alongwith fare	3	1	2
PC24.	not use mobile phone while driving	3	1	2
PC25.	not indulge in unnecessary talk with customer and specially avoid topics involving politics or communal issues.	3	1	2
PC26.	point out any landmark on the route to an out station customer	2	0	2
PC27.	stop the vehicle and the fare meter and help customers in de- boarding safely taking special care in case of elderly and differently abled	3	1	2

	PC28.	collect the fare based on the				
		reading that is displayed on the meter or based on fare prior settled with customer. Fare may be collected in cash or by swiping credit card as the case may be. Be sure to return balance change to customer strictly as per fare calculations		2	0	2
	PC29.	not to demand any tips but accept thankfully if the customer offers		3	1	2
	PC30.	unload the luggage from the boot of vehicle and hand it over to the passenger		3	1	2
	PC31.	wish the customer appropriately before parting		3	1	2
	PC32.	observe conformance to state specific traffic regulations		3	1	2
	PC33.	give preference and right of road usage to children, elderly and differently abled. Comply with any related rules, regulations and practices for handling general public issues as well as show consideration towards stray animals		3	1	2
			Total	100	30	70
ASC/N9719 Coordinate	PC1.	report to duty on time as per the schedule		6	2	4
schedule and complete the assigned	PC2.	ensuring the vehicle maintenance, cleanliness and stocking levels as per the customer needs		6	2	4
activities	PC3.	reporting on completion of responsibilities for the dayg		6	2	4
	PC4.	communicating the status of previous journey completion to the customer	100	6	2	4
	PC5.	understand different tasks of routine and occasional nature. e.g. drop to the office/ schools under routine and shopping, visit to doctors/ banks/ service station / other family members as occasional		5	1	4
	PC6.	understand the locations for all tasks well in terms of route , alternatives, address, phone numbers to inform delays		6	2	4

		Total	100	30	70
PC17.	handle simple tasks with the authorities viz. gate pass if visiting an industrial destination, tax/ bill payments with the information to be filled in etc.		6	2	4
	plan the routes with support of Google maps etc for any new destination		7	2	5
	keep handy all emergency phone numbers for the customer		5	1	4
	understand specific requirements of the customer in terms of volume of the music system, specific back support, shopping bags, privacy etc.		5	1	4
PC13.	maintain a high standard of self hygiene and cleanliness. should not carry items with strong odour in the car (Tiffin contents , perfume)		6	2	4
PC12.	inform about incidents (accidents, break downs etc.) during the day if any and also about minor altercation with members of the family / public		6	2	4
PC11.	inform regarding stock levels of standard items in the vehicle e.g. drinking water, first aid kit, tissues, music, charger, rain/ sun protection, current reading material etc.		6	2	4
PC10.	inform about the inability to reach reporting location in case of traffic jams or vehicle breakdown or leave plan		6	2	4
PC9.	handle account keeping for routine shopping, toll, parking charges entrusted to him/ her		5	1	4
PC8.	take an alternate route in case of jams, accidents etc on the standard routes		6	2	4
	durations such as a week to factor activities such as maintenance, topping up utility stocks, completion of tasks en-route to save travel distance etc.		7	2	5
PC7.	handle planning for longer				

ASC/N9720 Drop the customer safely using the quickest route for Chauffer	PC1.	confirm all checks have been carried out for road worthiness of the vehicle		3	1	2
	PC2.	confirm all papers and documents including driving license, vehicle documents etc are available and valid		3	1	2
	PC3.	start the vehicle and before moving re confirm all gauges are functioning and in built navigation system if available		3	1	2
	PC4.	after starting, but within few meters of moving- to check the brakes	100	3	1	2
	PC5.	change gear smoothly and in good time; coordinate the change of gears with steering control and acceleration		4	1	3
	PC6.	use the accelerator, steering control and brakes correctly to regulate speed and bring the vehicle to a stop safely		4	1	3
	PC7.	coordinate the operation of all controls to manoeuvre the vehicle safely and responsibly in all weather and road conditions in forward gear. In reverse gear to take help of assistant		4	1	3
	PC8.	use the windows, wipers, demisters and climate and ventilation controls so that you can see clearly		4	1	3
	PC9.	monitor and respond correctly to gauges, warning lights and other aids when driving		4	1	3
	PC10.	in case of any malfunctioning or breakdown, to immediately attend to the problems		4	1	3
	PC11.	check the working of in-built GPS system if fitted		4	1	3
	PC12.	load the passenger's luggage (if any) in the boot of the vehicle		3	1	2
	PC13.	offer help for boarding to elderly or differently abled customers		3	1	2
	PC14	start the engine, wear seat belt, ensures that front row passenger also wears the belt. Also ensure that all doors are locked; child locks as needed		3	1	2

		Total	100	30	70
	any related rules, regulations and practices for handling general public issues as well as show consideration towards stray animals				
PC29.	give preference and right of road usage to children, elderly and differently abled. Comply with		4	1	3
PC28.	conformance to state specific traffic regulations		3	1	2
PC27.	wish the customer appropriately before parting		3	1	2
PC26.	unload the luggage from the boot of vehicle and keep it inside the house as expected		3	1	2
	on reaching the destination stop the vehicle and help customers in de-boarding safely taking special care in case of elderly and differently abled		3	1	2
PC24.	do not indulge in unnecessary talk with customer and specially avoid topics Involving sensitive issues		3	1	2
	do not use mobile phone while driving		3	1	2
	enroute, pay toll charges if any		3	1	2
PC21.	avoid unnecessary honking and avoid using high beam lights in city		3	1	2
PC20.	if unsure about the route stop and ask for directions from locals		4	1	3
PC19.	drive through the selected route without violating any traffic norms		4	1	3
PC18.	tune in to radio station channels as per customer/owner choice		4	1	3
PC17.	start and adjust air conditioning and ventilation as per customer requirement		3	1	2
PC16.	select the destination route of the passenger considering the traffic condition and distance		5	2	3
PC15.	check with the passenger about his destination / schedule if not informed in Advance		3	1	2

	DC1					
ASC/N0002 Work effectively in a team	PC1.	maintain clear communication with colleagues (by all means including face-to-face, telephonic as well as written)		11	3	8
	PC2.	work with colleagues to integrate work		10	3	7
	PC3.	pass on information to colleagues in line with organisational requirements both through verbal as well as non-verbal means		11	3	8
	PC4.	work in ways that show respect for colleagues		10	3	7
	PC5.	carry out commitments made to colleagues	100	13	4	9
	PC6.	let colleagues know in good time if cannot carry out commitments, explaining the reasons		12	4	8
	PC7.	identify problems in working with colleagues and take the initiative to solve these problems		13	4	9
	PC8.	follow the organisation's policies and procedures for working with colleagues		10	3	7
	PC9.	ability to share resources with other members as per priority of tasks		10	3	7
			Total	100	30	70
ASC/N0012 Practice HSE and	PC1.	spot and report potential safety issues while driving		7	2	5
security related guidelines	PC2.	follow rules and regulations laid down by transport authorities		7	2	5
	PC3.	follow company policy and rules to avoid safety, health and environmental problems		7	2	5
	PC4.	ensure cleanliness of vehicle		7	2	5
	PC5.	escalate issues related to cleanliness and hygiene issues to concern department	100	7	2	5
	PC6.	escalate issues related to hazardous material (if not reported in case of goods transport) to concerned authority – internal and external		7	2	5
	PC7.	take immediate and effective action to limit the danger or damage, without increasing the danger or threat to yourself or others		8	3	5

	norms	Total	100	30	70
PC14.	get the waste from routine cleaning, changed spare parts etc. disposed off as per environmental		7	3	5
	check the exhaust as per the recommended guideline and ensure the vehicle is meeting the emission norms. In case not get the vehicle re-tuned/ adjusted		7	3	5
PC12.	report any difficulties you have keeping to your organization's health and safety instructions or guidelines, giving full and accurate details		7	2	5
PC11.	record and report details of the danger in line with operator guidelines/manual		7	2	5
PC10.	give clear information or instructions to others to allow them to take appropriate action		8	3	5
PC9.	escalate the issue immediately e.g. to police control room if you cannot deal effectively with the danger		7	2	5
PC8.	follow instructions or guidelines for limiting danger or damage		7	2	5

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, 30 marks are allotted for Theory and & 70 for Skills Practical.



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