







Facilitator Guide







Sector

Automotive

Sub-Sector

Road Transportation

Occupation

Driving

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NSQF Level: 4

Commercial Vehicle Driver

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

Shri Narendra Modi Prime Minister of India



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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.

Symbols Used -



Steps



Resources





Notes



Objectives





Ask



Explain



Elaborate



Field Visit



Practical



Activity



Demonstrat



Summary







Facilitation Notes Learning Outcomes



Say

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1. Introduction

Unit 1.1 - Road Conditions in India

Unit 1.2 - Commercial Vehicles

Unit 1.3 - The Road User in India

Unit 1.4 - Job Role of Commercial Vehicle Driver



Key Learning Outcomes 👸



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

- 1. Explain the road conditions in India
- 2. Explain what a commercial vehicle is
- 3. Illustrate the characteristics of a road user and the laws in place to govern the use of roads
- 4. List the types of commercial vehicles used in India
- 5. List the responsibilities of a commercial vehicle driver
- 6. List the personal attributes of a commercial vehicle driver

UNIT 1.1: Road Conditions in India

Unit Objectives



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

1. Explain the current road conditions in India and the traffic that is affected by such road conditions

Resources to be Used



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



- Take a parcel, mention some details such as trainee name, hobbies, likes, dislikes etc.
- Make the trainees stand in a circle, close enough to each side of them, so that they can pass the parcel quickly.
- Say 'Stop' when the trainees least expect it. The trainee 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 trainees for their participation.
- Ask for feedback on the exercise of participation and what they derived out of it.



- Ask the trainees about the expectations from the course.
- Invite trainees to participate. List the expectations on the whiteboard.
- 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.

Say



- India has one of the biggest and most complex road networks in the world. The roads include multiple lane roads in towns and cities, the State and National highways and rural roads.
- There are massive number of vehicles run on the roads of India, but the typical road condition in India gives a chaotic scenario. Network of roads in India is very large, but the quality of roads is very bad. Most roads have huge potholes and speed breakers which are designed improperly.
- Indian drivers have a tendency to run red lights and merge into busy traffic without signaling through horn or headlights. Pedestrians also flout traffic rules to a certain extent which adds to the traffic risk.
- Accidents usually lead to altercations and road rage and vice versa. The speed limit should also be maintained while driving.
- India has detailed rules and regulation on Traffic management.
- Driving a vehicle in India needs a License and there are certain procedures and policies in place to obtain a Driver's license.
- Driving is a critical technical skill and is a demanding profession. The person who is driving should be of good health and fitness to work well for long hours.

Ask



- Ask them about situation of roads in India.
- Ask them that roads in India are worthy for driving or not.



- Give the trainees a brief overview of what all will be covered in the program.
- Start with a positive and happy note.

UNIT 1.2: Commercial Vehicles

Unit Objectives



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

- 1. Explain about commercial vehicle
- 2. List the types of commercial vehicles available in India

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



- The term commercial vehicle describes a vehicle which is designed to transport goods or passengers. Trucks and buses in India are major commercial vehicle for transporting goods and passengers.
- SIAM or Society of Indian Automobile Manufacturers divides the Indian passenger vehicles in the segments A1, A2, A3, A4, A5, A6, B1, B2 and SUV.

Elaborate



A vehicle may be viewed as a commercial vehicle if it:

- Is owned by a company or corporation
- Is utilized for business, but is in an individual's name, for example, a sole proprietor
- Is a rented vehicle and in the name of the financial institution that owns it

- Exceeds a specific weight or class and therefore, is "classified" as commercial even though it may not be commercially used or commercially owned.
- Is utilized to haul any hazardous material.

Typical examples of Commercial Vehicles found in India:

- 1. Bharat Benz Trailer Truck
- 2. Bharat Benz Heavy Goods Truck
- 3. Bharat Benz Medium Goods Truck
- 4. Volvo Buses

According to weight, commercial vehicles in India are classified into different classes, categories and vechicle type:



Fig 1.2.1 Classification of Commercial Vehicles

Explain



- Classification of commercial vehicles based on their qweight.
- Classification of commercial vehicles on different parameters.

Ask



- Ask them about their understanding for commercial vehicle.
- Ask about classification of commercial vehicles.



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

UNIT 1.3: The Road User in India

Unit Objectives



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

1. Explain the condition of disordered roads and traffic in India.

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.



- There are a large number of vehicles that use the roads in India. To manage those vechicles on road, there are well-defined laws and regulations are made by Indian Government.
- The person who uses the road is a road user and the road user has to be aware of all the rules set forth by the Indian government and must abide by them.
- Laws are also made for pedestrians who walk on the footpath and/or cross the road occasionally. It also includes people riding manually powered bicycles and so on.
- India has the ever-present issue of over-population. This has led to some serious traffic problems throughout the nation in cities as well as rural areas.

Elaborate



General laws on roads are:

For Pedestrians: The pedestrian must pay attention to the following while on road.

1. Always walk on the footpath.

- 2. Don't drink and walk
- 3. Do not read newspapers while walking on the road
- 4. Do not walk on motorways
- 5. Cross road where there are pedestrian crossings only
- 6. Do not run after a moving bus

For School Children:

- 1. Always walk on footpath only
- 2. Cross only when you see green signal
- 3. Before crossing ensure all lanes are clear
- 4. Cross only at zebra crossing, foot over bridges, traffic signal.

For Cyclists:

- 1. Always wear helmet and ride cycle
- 2. Use the cycle lane, if not provided ride on the left side of the road
- 3. Do not enter when you see "No Entry Sign"
- 4. Never ride cycle on a footpath
- 5. Maintain safe distance between vehicle
- 6. Never overtake any motor vehicle
- 7. Give way to the traffic coming from behind

Explain



- Explain the general laws for children, cyclists and pedestrians.
- Explain the traffic issues occur due to over-population on roads.

Ask



- Ask about need and importance of road laws.
- Ask about general laws for drivers on roads.
- Ask about effect of over-population on roads.



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

otes 📋			

UNIT 1.4: Job Role of Commercial Vehicle Driver

Unit Objectives



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

1. List the responsibilities of a commercial vehicle 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 Commercial vehicle driver.
- If someone is experienced in the field, ask him/her to explain what has been their role so far.

Say



- Candidates in this job are required to drive commercial vehicle such as trucks, bus, school van, etc., while following safety regulations set forth by the Indian Government.
- This job needs the person to have appropriate technical skills needed to resolve most problems that
 arise such as breakdowns and any probable accidents while driving through rough terrain and or long
 distances.
- Driver must safely transport passengers and also deal with people and situations in a calm and agreeable manner.
- This job profile needs the person to drive for long periods under demanding conditions such as fatigue
 and heavy traffic etc. Also, the individual must be reliable enough to be trusted with assets such as
 the vehicle to be driven and goods to be delivered.
- The person should also be able to interact with a wide variety of people and communicate effectively with a wide range of people on a daily basis.

Explain



- The roles and responsibilities of a Commercial vehicle driver.
- The career path of a Commercial vehicle driver.
- The remuneration and perks of a Commercial vehicle driver.

– Ask



- What are the role and responsibilities of a Commercial vehicle driver?
- What are the skills required for a Commercial vehicle driver.



- Summarize the main points.
- Give students some tips for how to become a successful Commercial vehicle 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.





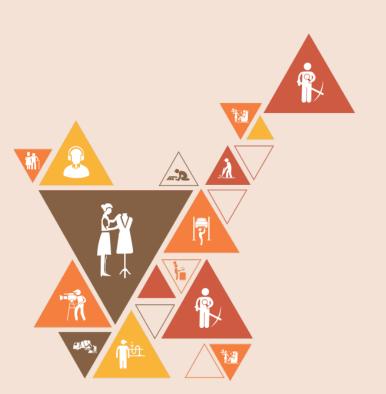




Coordinate withDepot/ Branch Office

Unit 2.1 - Compliance to Duty

Unit 2.2 - Escalation of Problems



Key Learning Outcomes



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

- 1. Report to duty on time as per the schedule.
- 2. Plan daily and weekly route/ delivery schedule based on the given instructions.
- 3. List details need to fill in the log register for e.g. date, day, time, name, batch number etc.
- 4. Demonstrate filling of log register properly.
- 5. Demonstrate duty closure procedure and compliances on completion of the day.
- 6. Identify and carry out appropriate escalation procedures in the event of vehicle breakdown or accident while staying in constant communication with depot/branch office.

UNIT 2.1: Compliance to Duty

Unit Objectives



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

- 1. Report to work on time according to planned schedule.
- 2. Perform duty closure procedures upon completion of journeys for the day.
- 3. Plan driving route along with any other instructions needed for successfully completing the trip.
- 4. Fill the log register details including date, serial numbers and so on.
- 5. Follow company procedures for handing over goods and delivery note according to the planning.

Resources to be Used



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

Do



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

Say



- In order to ensure safety for those on the road and also those inside the vehicle, it is important that the driver strictly comply with the duty guidelines. These include several aspects such as reporting on time, maintenance of vehicle, safety & health regulations amongst others.
- 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.

- Most Commercial vehicles are installed with navigation systems that help the commercial vehicle driver locate the destination to help deliver the desired goods.
- Before starting the trip, collect all the information like route, delivery schedule and other necessary information and instructions.
- Now plan the route accordingly for delivery of shipment on time.
- The goal of Route Planning is to develop routes which cover all pickups and deliveries to and from various customers. Therefore such route planning should help the commercial driver with the most efficient route for pickup and safe delivery of the goods.
- After completion of trip, close the trip as per organizational procedures.

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 commercial vehicle driver. The data from a log register will be typically used to calculate monthly salary, incentives, efficiency of the driver and so on.

Vehicle Log Book Employee No:

Name:			Employee No:				
Log for the month of:					Vehicle Registration:		
Date the journey Began Ended	Odometer Reading Start Finish	Kms Travelled	Purpose of the journey	Date of Entry	Name of the Driver	Person of the making entry	Signature of person making entry

Signature:

Fig 2.1.1 Log Register

Authorised by: Name: _

Navigation systems

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

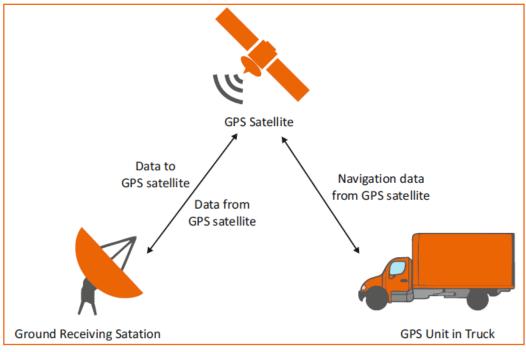


Fig 2.1.2 How GPS Systems Work

Commercial vehicle 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.

Trip planning and starting

Collection of necessary information allows the driver proper planning of the trip and improves overall efficiency through following methods:

- 1. In case a driver has to deliver good at multiple locations, he could choose the most optimal route which would save time and fuel.
- 2. Prior information would also enable the driver to deliver the goods on time, depending on the priority of the delivery.
- 3. Depending on the material transported, driver could also take additional measures at the start of journey to comply with healthy and safety regulations.

Driver should ensure that the information pertaining to batch no. and transportation details are properly logged in the system before departure. This could help the deliver with the following:

- 1. The status of the good under transportation could be tracked at all times using batch no.
- 2. In case of any confusion, the details could be re-confirmed or cross-verified using the batch id
- 3. In case of any exigencies or accidents, the status of the shipment could be updated in the system immediately

Once the shipment reaches the destination, the driver should comply with the following:

- 1. Deposit good and material as per instruction note
- 2. Follow the delivery closure procedure and take a sign-off on the same from the customer
- 3. Complete the duty and report the same back to the organization.
- 4. In case of any discrepancy, report the same immediately to the supervising officer or the concerned person in the organization to resolve.

Basics of Route Planning

Three factors will decide how the route planning is done:

- **Products** the product which needs to be delivered from the place of manufacture to the place of consumption will play the most important role in deciding the route to take for delivery. The product can be measured using parameters of weight and volume which are critical factors to consider while transporting said goods or products. For example if the vehicle to be transported is a liquid, then the commercial vehicle will be a tanker of a certain capacity/volume. If the product is lumber (wood) then the transport can be a truck with adequate length.
- **Vehicles** the commercial vehicle that is used for transport is very important in goods delivery. For example if a large set of granite slabs is to be delivered and if the route to be taken will pass through steep inclines, then a multi-axle truck with enhanced torque/pulling power can be used.
- Personnel the commercial driver himself will form the most important part of the goods transport. The commercial driver chosen must be ready to drive for the planned number of hours and take only scheduled breaks.

Goods and Service Tax (GST)

Goods and Service Tax (GST) is a single indirect tax for the entire country to make the nation a consolidated market. This tax is levied on a multi-stage basis, and also based on destination. GST is a consolidated form of various state and central taxes into a single Goods and Service Tax.

Duty Closure Procedure

On completion of the duties for the day, the commercial vehicle driver has to communicate certain necessary details such as the distance covered, fuel consumed etc.

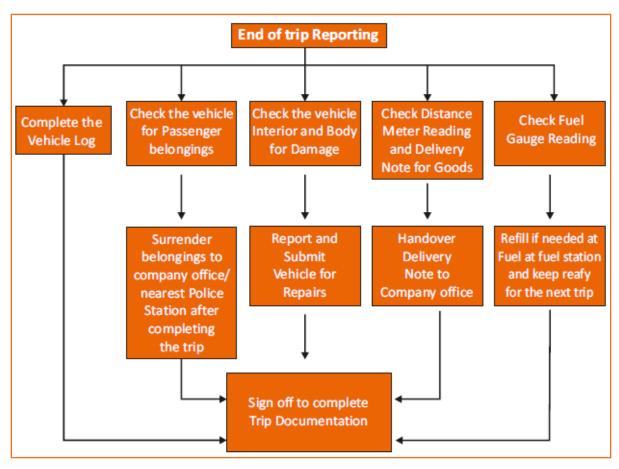


Fig 2.1.3 Duty Closure Process Flow-Chart

Do



- Show the navigation system to trainees.
- Explain the features of navigation system to trainees.
- Demonstrate how to fill the logbook.
- Demonstrate how to plan the route of trip.

Activity



- Conduct a skill practice activity.
- Make pairs of students.
- Tell each pair to demonstrate and operate the navigation system.
- Tell the trainees, to make and fill a sample logbook following delivery of shipment on multiple locations (minimum three locations).



- 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 2.2: Escalation of Problems

Unit Objectives



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

- Report the depot/branch office when unable to reach pick up point due to traffic jams or vehicle breakdowns.
- 2. Report the depot/branch office in case of accidents and break downs during the journey.
- 3. Notify the depot/branch office when there is a dispute between any passengers and other parties such as the general public, government officials such as traffic police etc.
- 4. Follow organization escalation procedures.

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



- Sometimes the commercial vehicle driver will not be able reach the customer location due to various
 reasons such as delay in heavy traffic, being involved in an accident and so on. In this case the
 commercial vehicle 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 commercial vehicle driver is not able to perform his duties of driving the commercial vehicle, then he will have to escalate the issue to resolve it in the shortest time possible with maximum efficiency.

Elaborate



Major reasons why the commercial vehicle 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 commercial vehicle drivers are sometimes unable to reach the destination for passengers/goods delivery. The escalation procedure in this case is:
 - If you are stuck in traffic jam for a long time then immediately inform the depot/branch office about the expected delay in reaching the desired destination for the passenger or the delivery of the goods.
 - Notify the details of the estimated delay with depot/branch office.
- **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 commercial vehicle driver should follow is:
 - 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 depot/branch office.
 - After discussing with the depot/branch office, 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 depot/branch office.
- Troubleshoot the problem with the vehicle and report to the depot/branch office 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 destination with minimal delay, while keeping the depot/branch office 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 depot/branch office at the same time. Request for another Commercial Vehicle driver to take over your driving duties for the particular assignment, or until the repairs are done.

- **4. Personal Issues:** In case you are experiencing personal issues which will affect your duties as a commercial vehicle 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 depot/ branch office and your work supervisor and inform them of your leave and the reason for taking leave.
 - If possible, try to arrange another commercial vehicle 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 commercial vehicle 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 depot/branch office of the situation and in decides on a suitable course of action.
 - If the passenger picks a fight with you (commercial vehicle 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.

Ask



- Ask about escalation procedure during accident, vehicle breakdown, personal issues or any other incident to control room or supervisor.
- Ask about need and importance of escalating the issues to depot/branch office 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 vehicle breakdown during the trip.
- They have to perform the discussed activities and escalate the issue to the depot/branch office.
- Tell them write a report on accident and breakdown and steps has to follow to escalate it to depot/ branch office.



- 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.









3. Assess and Ensure Road Worthiness of the Vehicle

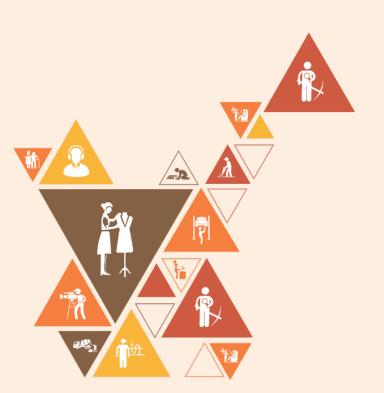
Unit 3.1 - Vehicle Road Worthiness

Unit 3.2 - Advanced Features

Unit 3.3 - Basic Technical Check Before the Trip

Unit 3.4 - Escalation of Technical Problem

Unit 3.5 - Organizational Context



Key Learning Outcomes



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

- 1. List 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. Perform basic technical checks as per vehicle manual checklist/procedure.
- 4. Report 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. Check fuel availability in the vehicle before starting the journey.
- 8. Examine the road worthiness of vehicle in consultation with superiors and if found unfit to decide to use another vehicle.
- 9. Perform routine checks and regular servicing help in keeping the vehicle in good working condition.
- 10. Explain company policies which cover road worthiness requirement, fundamental compliance to technical requirements and standards.
- 11. Follow organization complaints escalation and reporting procedures.

UNIT 3.1: Vehicle Road Worthiness

Unit Objectives



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

- 1. Identify the vehicle passes standards regarding fundamental legal and compliance requirements including CMVR guidelines, local RTOs and STUs rulebooks, along with safety and environment guidelines.
- 2. Create the list of previous technical defects in the vehicle.
- 3. Identify servicing needs of vehcile components such as changing the oil/filter.
- 4. List all deviations that identifed during technical check of vehicle.
- 5. List the deviations that come up during the journey.

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.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.



- Explain the CMVR rules and regulations in India.
- Explain them Traffic Offences and Penalties in MV Act 1988.
- Demonstrate and explain how to react and escalate an accident.
- Show and explain the parts of a vehicle.
- Show and explain the functionality of vehicle systems.

3.1.1: CMVR Rules and Local Regulations

Resources to be Used



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

Say



- Transportation in India is governed by following rules:
 - Central Motor Vehicles Rules (CMVR), 1989, issued by Ministry Of Road Transport and Highways (MORTH).
 - Rules framed by State Transport Undertakings (STUs).
 - Rules framed by Regional Transport Office (RTO) or Regional Transport Authority (RTA).
- The above rules cover the following:
 - · Licensing of drivers of motor vehicles
 - Registration of motor vehicles
 - Control of transport vehicles (permits to operate)
 - Construction and maintenance of motor vehicles
 - Safety Security and Environmental Guidelines
 - Insurance of motor vehicles
 - Offences and punishment for violation of rules
- Commercial Vehicle drivers have to follow the above rules without fail.
- Transportation in India is governed by the Central Motor Vehicles Rules, 1989 and various other state rules.
- Commercial Vehicle drivers should ensure that their vehicle meets the STUs, CMVR and other guidelines issued by the Regional Transport Authority.

Elaborate



Guidelines issued by the Regional Transport Authority as given below:

1. Ensuring road worthiness of the vehicle

Road worthiness of a means whether a vehicle is fit for road usage or not. Vehicle roadworthiness plays a critical role in ensuring that people drive safely on roads. Research shows that around 1 million people die in traffic accidents every year. This means road worthiness is important and drivers throughout the country should be aware of it.

To control this situation, the India Government along with State Governments has taken many initiatives.

According to the Central Motor Vehicles Act, 1988 and the Central Motor Vehicles Rules, 1989 (CMVR-1989), transport vehicles have to undergo an annual vehicle fitness test at the RTO where they are registered. Under the provisions of Motor Vehicle Act, vehicle registration is treated as valid only if the vehicle has valid certificate of fitness.

- For Commercial Vehicles A New vehicle is given fitness certificate for 2 year and afterward renewed for 1 year
- For Private Vehicle Fitness certificate is valid for first 15 years, post which it has to be renewed in every 5 years

Vehicle fitness certificate is given after inspection of vehicle which is designed to assess important safety features, smooth functioning of vehicle and its reliability. Certificate is issued only if vehicle clear all parameters successfully.

Below are the few steps, which one needs to follow before taking a vehicle on road:

- 1. Knowledge about parts of motor vehicle
- 2. Basic technical check by driver
- 3. Troubleshooting of technical problem by driver, if possible
- 4. Escalate/Consult to Senior/supervisor
- 5. Decide regarding road worthiness of vehicle

2. Follow Traffic compliance

A Commercial Vehicle driver must know the traffic rules, safe driving norms, regulations and various traffic signs. He should be aware of the changes taking place in traffic and regulations as well as new laws and fines list even if passed recently. Always keep yourself updated about below mentioned points:

- Routing Know and understand the route to be taken.
- City knowledge You should know the main landmarks and major areas of the city.
- Avoid Distracted driving as indicated in the figure above (Avoid using a cellphone while driving)
- Since year 2012, the use of completely (100%) dark or tinted glasses in vehicles (both commercial and otherwise) has been banned in India. Tinted glass that is used on a vehicle should have a visibility of 70% in the windshield and the side windows should have a visibility of 50%.
- Overloading the vehicle is a punishable offence.
- Follow traffic signals while driving as indicated in the table below:

- 3. Documents to be carried while starting to drive
- 1. 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.

In India driving licenses are segregated as Motorcycle license, LMV (Light Motor Vehicle) license and HMV (Heavy Motor Vehicle) license.

The commercial vehicle driver should possess Commercial Driving License (CDL) to drive a commercial vehicle. CDL certifies that the holder can drive in public palaces and on highways.

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
 - o Proof of Identity- Any of the following documents
 - Aadhaar Card
 - PAN card
 - Passport
 - Birth Certificate
 - Certificate from Driving School recognized by the government
- 2. Attend Driving Test on the day and time intimated to you by the office.

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.

2. **Driver Badge:** Under Central Motor Vehicles Act (CMVR), 1988, a commercial vehicle driver must have public service vehicle badge for driving a passenger vehicle in India and has to be renewed after expiry of its validity.

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

- **4. 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.
- **5. Pollution Under Control (PUC) Certificate:** The Pollution under Control certificate for a vehicle states that the vehicle meets the emission and pollution control regulations as stated by the government of India. The PUC for a commercial vehicle has to be renewed every 6 months.

4. Safety, Security and Environmental guidelines

Since it is difficult to explain the entire set of CMVR guidelines in this book, Please refer to the site http://www.tn.gov.in/sta/Cmvr1989.pdf.

Given below is a sample chart explaining how trucks are loaded according to maximum load tolerated by the Commercial vehicle axle.

	Transport Vehicles Category	Max GVW Tonne	Maximum Safe Axle Weight
1	2	3	4
I Rig	id Vehicles		
(i)	Two Axle Ome tyre on front axle, and two tyres on rear axle,	9.00	3 tonnes on front axle 6 tonnes on rear axle
(ii)	Two Axle Two tyres on each axle	12.00	6 tonnes on front axle 6 tonnes on rear axle
(iii)	Two Axle Two tyres on front axle,and Four tyres on rear axle	16.2	6 tonnes on front axle 10.2 tonnes on rear axle
(iv)	Three Axle Two tyres on front axle, and Eight tyres on rear tandem axle	25.0	6 tonnes on front axle 19 tonnes on rear tandem axle
(v)	Four Axle Four tyres on front axle, and Eight tyres on rear tandem axle	31.0	12 tonnes on two front axle 19 tonnes on rear tandem axle

II Se	II Semi-Articulated Vehicles			
(i)	Two Axle Tractor Single Axle Trailer Tractor: 2 tyres on front axle 4 tyres on rear axle Trailer: 4 tyres on single axle	26.4	6 tonnes on front axle 10.2 tonnes on rear axle 10.2 tonnes on single trailer axle	
(ii)	Two Axle Tractor Tandem Axle Trailer Tractor: 2 tyres on front axle 4 tyres on rear axle Trailer: 8 tyres on tandem axle	35.2	6 tonnes on front axle 10.2 tonnes on rear axle 19 tonnes on tandem axle	
(iii)	Two Axle Tractor Three Axle Trailer Tractor: 2 tyres on front axle 4 tyres on rear axle Trailer: 12 tyres on 3 axles	40.2	6 tonnes on front axle 10.2 tonnes on rear axle 19 tonnes on tandem axle	
(iv)	Three Axle Tractor Single Axle Trailer Tractor: 2 tyres on front axle 8 tyres on rear axle Trailer: 8 tyres on single axle	35.2	6 tonnes on front axle 19 tonnes on rear axle 10.2 tonnes on single axle	
(v)	Three Axle Tractor Tandem Axle Trailer Tractor: 2 tyres on front axle 8 tyres on tandem axle Trailer: 8 tyres on tandem axle	44.0	6 tonnes on front axle 19 tonnes on rear tandem axle 19 tonnes on tandem axle	



- Show them the different certificates a driver required to run a commercial vehicle.
- Explain the different traffic rules made by government to for road safety.

- Notes for Facilitation



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

3.1.2: Traffic Offences and Penalties in MV Act 1988

Resources to be Used



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



- 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.

Elaborate



Common traffic offences and their penalties are shown in below table.

S.No.	Description of offence	Section/Rules	Maximum of Punishment Team of Imprisonment/Fine
1	Driving without driver's license	S.3r/w.S181 of M.V. Act.	500 INR or three months or both
2	Minor Driving the vehicle	S.4r/w.S.181 of M. V. Act.	500 INR or three months or both
3	Owner of the vehicle allowing a minor to drive it.	S.5r/w.5.180 of M. V. Act.	1000 INR or three months or both
4	Holder of a driving license permitting it to be used by other person	5.6(2) r/w.5 177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
5	(I) Disqualified person driving a vehicle or (ii) applying for or obtaining a driving license or (iii) seeking a license without disclosing endorsements made on driving license previously held.	S.23r/w.S182(1) of M.V. Act.	3 months or 500 INR

6	Disqualified conductor acting as conductor or (ii) applying for or obtaining a conductor's license or (iii) seeking a license without disclosing endorsements made on license previously held	S.36r/w.5. 182 of M. V. Act.	One month or 100 INR or both
7	Running driving school without a license	R.24 of C.M.V. Rules r/w S.177 of M.V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
8	Driving a vehicle at an excessive speed	S.112r/w S.183(1) Of M.V. Act.	400 INR for 1st offence 1000 INR for 2nd or subsequent offence
9	Any person permitting his employee or a person subject to his control to drive a vehicle at an excessive speed	S. 112 r/w S.183 (2) ofM. V. Act.	300 INR for 1st offence 500 INR for 2nd or subsequent offence
10	Driving permitting to drive a vehicle carrying excess load	Ss.113(3),114,115 r/w S.194(1) of M. V. Act.	Minimum 2000 INR and additional 1000 INR per ton of excess load together with charges for off-loading the excess load.
11	Driving refusing to stop and submit his vehicle to weighing or removing the load prior to weighing	S.114 r/w S.194 (2) of M. V. Act.	3000 INR
12	Any person driving or permitting to drive any vehicle with a left-hand steering control unless equipped with a device of a prescribed nature	S.120 r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
13	Driving dangerously / its abetment	S.184/S.188 of M. V. Act.	6 months or 1000 INR for first offence or both 2 years or 2000 INR for second or subsequent offence within three years of previous commission or both
14	Driving by a drunken person or by a person under influence of drugs/its abetment	S.185/S.188 of M. V. Act.	6 month or INR 2000 for 1st offence or both. Two Years or 300 INR for 2nd or Subsequent offence committed within three year of previous commission or both.
15	Driving when mentally or physically unfit to drive/its abetment	S.186/S.188 of M. V. Act.	200 INR for 1st offence 500 INR for 2nd or subsequent offence

16	Driving an uninsured vehicle.	S.146 r/w. S. 196 of M. V. Act.	Three months or 1000 INR or both
17	Driver's failure to obey traffic signs (Red light jumping, violation of yellow line, changing lane Without indication, etc.)	S.119 r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
18	Driver's failure to make prescribed signals on prescribed occasions	S.121 r/w. S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
19	Violation of restriction of time on HTVs on specified roads/areas	S.115 r/w S. 194 of M. V. Act.	2000 INR
20	Driver allowing any person to obstruct his control of the vehicle (Sitting at a place so as to hamper Driving etc.)	S.125 r/w S.177 of M. v. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
21	Driver of a two-wheeler/motor cycle carrying more then one person in addition to himself(Triple riding)	S.128 (1) r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
22	Driver and pillion rider failing to wear protective head gear (Helmet)	S.129 r/w S. 177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence
23	Any person in-charge or a vehicle or a trailer abandoning or permitting to abandon, etc. in a public place (Improper and obstructive parking)	Ss.122, 127 r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence Owner of the vehicle shall also be liable for towing costs)
24	Any person in-charge of a vehicle carrying or permitting to carry any person on the running board etc.	S.123(1) r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
25	Any person in charge of a vehicle keeping or permitting to keep a vehicle stationery without the required precautions	S.126 r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
26	Failure to take precautions at unguarded Railway level crossings	S.131 r/w S. 177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
27	Failure of driver to stop in certain cases	S.132 r/w S. 177 Of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
28	Using mobile phone while driving a vehicle	R.21(25) of C.M.V. rules r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
29	Carrying persons in excess of seating capacity in goods carriage	R.21 (10) of C.M.V. Rules r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence

30	Demanding excess fare by Auto rickshaw /Taxi	R.21 (23) of C.M.V. Rules r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
31	Driving motor vehicle without number plates (Not displaying number plate)	R.50 of C.M.V. Rules r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
32	Carrying of explosive and highly inflammable substance in transport vehicle.	S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
33	Any person traveling on the running board or on the top or on the bonnet of a motor vehicle.	S.123 (2) r/w S. 177 Of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence
34	Any person keeping a disabled vehicle in any public place so as to cause impediment to the free flow of traffic	S. 201 of M.V. Act.	50 INR per hour besides towing charges
35	Failure to intimate changes of residence or place of business by owner of a vehicle within time prescribed.	S.49 r/w S. 177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence (However, State Government may prescribe different amounts having regard to period of delay)
36	Failure to report to Registering Authority fact of transfer of vehicle within time prescribed	S.50 r/w S.177 of M. V. Act.	100 INR for 1st offence 300 INR for 2nd or subsequent offence (However, State Government may prescribe different a mounts having regard to period of delay)
37	Unauthorized alteration in vehicle (including those facilitating its operation by a different type of fuel)	S.52 r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence (However, State Government may prescribe different amounts having regard to period of delay)
38	Driver, in a public place, failing to produce his license, on demand, to any police officer in uniform	S.130(1) r/w S.1771 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence
39	Conductor, in any public place, failing to produce his license, on demand, by any officer of the Motor Vehicles Department	S.130(2) r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence

40	Owner or driver or person in-charge of a motor vehicle, on demand by a registering authority, or any other officer of the Motor Vehicles Department failing to produce (I) The certificate of insurance of the vehicle, and where the vehicle is a. transport vehicle (ii) certificate of fitness, and (iii) permit	S.130(3) r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence
41	Any person driving a motor vehicle in any public place, on demand by a police officer in uniform or officers of Motor Vehicles Department, failing to produce (a) The certificate of insurance. (b) The certificate of registration. (c) The driving license & in case of a transport vehicle. (d) Certificate of fitness and (e) The permit	S.158 r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence
42	When the driver or conductor of a motor vehicle is accused of any offence under the M. V. Act. The owner of such vehicle failing, on demand, by a police officer authorized to give information regarding the name and address of and the license held by the driver or conductor.	S.133 r/w S.187 of M. V. Act	Three months or INR 500 for the first offence or botl Six months or INR 1000 for subsequent offence or bot
43	When any person is injured or any property of a third party is damaged in a motor vehicle accident, the driver or person in-charge of the vehicle. (a) Not providing medical aid to the victim of the accident. (b) Not giving information regarding the accident, etc. on demand by a police officer or at the nearest police station. (c) Not giving the information regarding accident to the insurer.	S.134 r/w S.187of M. V. Act	Three months or INR 500 for the first offence or botl Six months or INR 1000 for subsequent offence or bot
44	Any person driving or owner permitting to drive vehicle without effective registration or displaying false registration marks in any public or in any other place (Using "unregistered vehicles" or displaying" "Applied for")	S.39 (1) r/w S. 192(1) of M. V. Act	Up to INR 5000 for first offence but not less than 2000 INR. One year or up t 10000 INR for 2nd or subsequent offence but not less than INR 5000 or both.
45	Plying a vehicle with registration mark or other State for more than 12 months	S.47 r/w S.177 of M. V. Act	100 INR for 1st offence 300 INR for 2nd or subsequent offence

46	Any person driving or permitting to drive a vehicle without the necessary permit for the route or area in which or for the purpose for which it is being used	S.66 (1) r/w S.192- A of M. V. Act	Up to 5000 INR for 1st offence but not less than 2000 INR Up to one year but not being less than 3 months, up to 10000 INR for 2nd or subsequent offence but not less than 5000 INR
47	Any manufacturer using sub-standard articles or process	S.109 (3) r/w S.182- A of M. V. Act	1000 INR for 1st offence 5000 INR for 2nd or subsequent offence
48	Any person driving or permitting to drive in any public place a defective motor vehicle or trailer, if such defect results in an accident causing bodily injury or damage to property	S.190 (1) of M. V. Act	Three months or INR 1000 or both
49	Any person driving or permitting to drive in any public place any motor vehicle which violates the standards prescribed in relation to road safety, control of noise and air pollution. (Using vehicle with defective or without silence, etc.)	S. 190(2) of M. V. Act	1000 INR for 1st offence 2000 INR for 2nd or subsequent offence
50	Any person driving or permitting to drive in any public place a motor vehicle which violates the provisions of M. V. Act or Rules relating to Dangerous or hazardous goods.	S. 190(3) of M. V. Act	1 year or 3000 INR for first offence or both 3 years or 5000 INR for 2nd or subsequent offence or both.
51	Any importer or dealer selling, delivering or offering to sell or deliver a motor vehicle or trailer in such a condition or altered condition that its use in a public place would contravene Chap. VII of M. V. Act.	S. 191 of M. V. Act	500 INR
52	Any person traveling in a stage carriage without ticket or pass, or not producing ticket or pass on requisition	S. 124 r/w S.178(1) of M. V. Act	500 INR
53	Conductor of a stage carriage willfully or negligently failing to accept fare or issue ticket or supplies a ticket of a lesser value or Checking inspector willfully or negligently failing or refusing to check pass or ticket	S. 178(2) of M. V. Act	500 INR
54	Permit holder or contract carriage refusing to ply or to carry passengers: (a) (a) in the case of two-wheelers or three-wheelers (b) (b) in the case of others	S. 178(2) of M. V. Act	50 INR 200 INR

55	Any person disobeying directions given by any person or authority empowered, or obstructing any person or authority in the discharge of his functions under the M. V. Act	S. 179(1) of M. V. Act	500 INR
56	Any passenger withholding the required information or giving false information	S. 179(2) of M. V. Act	One month or 500 INR or both
57	Racing and trials of speed	S. 189 of M. V. Act	One month or 500 INR or both
58	Any person engaging himself as an agent or canvasser in contravention of S. 93 or Rules made there under	S. 93 r/w S.193 of M. V. Act	1000 INR for 1st offence six month or 5000 INR for 2nd or subsequent offence or both
59	Taking vehicle without authority	S. 197 of M. V. Act	Three months or 500 INR or both
60	Unauthorized interference with vehicle	S. 198 of M. V. Act	100 INR

Table 3.1.1 Traffic Offences and Penalties in MV Act 1988

3.1.3: In Case of Accident

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



 An accident occurs when a vehicle collides with another vehicle, object, property or person causing damage and injury to the vehicle and person respectively.

Elaborate



In the event of an accident, the escalation procedure that the commercial vehicle drivers should follow is:

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

First 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 vehicle 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 vehicle 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 vehicles involved in the accident such as the name of the person driving the vehicle, and the owner of the vehicle (in case the owner of the vehicle 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.

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.

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.

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 about escalation procedure during accident.
- Ask about need and importance of escalating the issues to 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 during the trip.
- They have to perform the discussed activities and escalate the issue to the supervisor.

3.1.4: Rights of a Good Samaritan Helping Accident Victims

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.

Elaborate



With regard to a vehicle accident, a Good Samaritan is someone who helps the people involved in the traffic accident.

In order to help good Samaritans, the Government of India has declared that a Good Samaritan will have certain rights such as:

- The Good Samaritan will be treated with respect and without discrimination based on nationality, religion, gender, caste.
- Any person (apart from an eyewitness) calling the police to inform about an accidental injury or death is not required to disclose his/her details such as phone number, address, or full name.
- The police should not force the person (Good Samaritan) to reveal his/her full name, address and any other personal details for noting down in the police log or register.
- The police should also not force any Good Samaritan in getting information or anything else.
- The police should let the Good Samaritan to leave after providing the information he/she can, and no other questions should be asked of him/her if they do not wish to act as a witness to the incident.
- In some cases the Good Samaritan will receive a monetary reward for helping accident victims.

In case the Good Samaritan agrees to act as witness, the police authorities should ensure:

- The Good Samaritan should be examined with the highest respect and care.
- The examination should be conducted at a place and time of the Good Samaritan's choosing and the investigating person shall be dressed in plain clothes (not in uniform)

- If and when the Good Samaritan is needed to visit the police station, the reasons for the same shall be noted by the investigation personnel in writing.
- Once in the police station, the Good Samaritan shall be examined in a single sitting and within a reasonable time constraint, without any delays.
- If and when the Good Samaritan declares to be an eyewitness, he/she will be permitted to provide evidence through an affidavit.

Ask



• Ask about need of laws for protecting a Good Samaritan during an accident.

3.1.5: Duties of Doctors with Regard to Accident Victims

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



- All private and government hospitals shall publish a charter at their entrance which will list the
 professional obligation of the hospital and doctor towards accident victims.
- All Doctors, regardless of working in a government or private hospital have the professional obligation to provide their services in order to protect life.
- No State action or law can interfere to prevent or delay the discharge their medical duty as doctors to save and protect life.
- The treatment of accident victims should happen without delay due to legal formalities or the arrival
 of police. Such accident victims must be provided with immediate medical aid without any delays
 caused due to legal documentation.

3.1.6: Parts of a Commercial Vehicle 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
- Vehicle

Do



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

Say



A typical vehicle has two main parts:

- Body
- Chassis

Elaborate



Body

The body is constructed of metal and is mounted on the chassis, which means body and chassis are joined together.

Chassis

This is the section of the vehicle which includes a connected set of components that are responsible for the moving the vehicle in the desired direction and nothing else. All other systems and components relating to the body are not included in this.

Following are the parts of a chassis, named from front to rear.

• Front axle unit and wheels

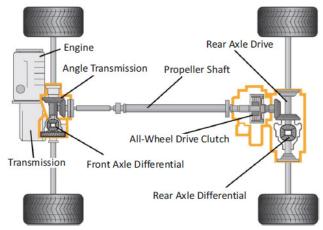


Fig 3.1.1 Chassis

- Steering connections
- Engine
- Gear box
- Propeller shaft
- Rear axle and wheels
- Fuel tank, air tank, Fuel tank, Suspension and braking system

Engine

In India, Heavy Motor Vehicles are generally fitted with diesel engines which are Compression Ignition (CI) type. The basic principle of the engine operation involves the combustion of fuel – air mixture inside the engine.

In this process, power is generated by injecting fuel at high pressure into the compressed air in the cylinder head, which causes combustion.

Do



- Take the trainees near to the vehicle.
- Show them the parts of the vehicle.
- Explain the technical features and functionality of each part.

3.1.7: Vehicle Systems

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



- Every commercial driver should know the different systems of a vehicle and their working principles.
- The common vehicle systems are:
 - o Cooling system
 - o Lubrication system
 - o Fuel system
 - o Transmission
 - o Steering system
 - o Braking system
 - o Tire tread
 - o Electrical system

Elaborate



Some of the most important systems in any vehicle:

1. Cooling Systems: During combustion, high temperatures are produced inside the engine cylinder. For the engine to work smoothly, excess heat must be released, and the engine parts must be sufficiently cooled, or else the Engine will seize. Two basic types of cooling systems are used in combustion engines to absorb and disperse the heat away from the heated cylinder:

- **a. Air-cooled system:** Not in use currently, used only in older vehicles aged beyond 10 years from current date
- b. Liquid-cooled engine: In such engines, layers surrounding heated components such as cylinder valves, combustion chambers, and more.

Coolant liquid or simply water is circulated through heated engine components; the coolant liquid is passed through a radiator and cooled by incoming air. This air is supplied by a fan located at the front of the vehicle inside the front grill. The cooled water is circulated back to the pump and so on in a cycle.

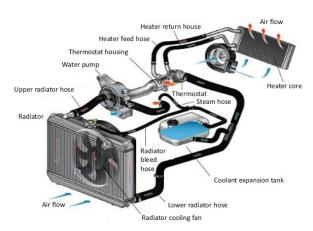


Fig 3.1.2 Engine Cooling System

- **2. Lubrication System:** A lubrication system is used to reduce friction and prevent direct contact between surfaces which are generally made of metal. This ensures that the engine will run smoothly and excess heat generated due to operation is dissipated.
- **3. Fuel System Diesel:** The fuel system consists of
 - Fuel tank
 - Gauge Feed pump
 - Filters
 - Fuel injection pump with governor
 - · High pressure pipe line and
 - Injectors

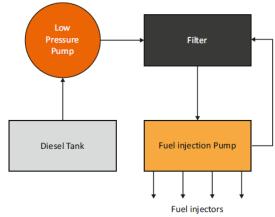


Fig 3.1.3 Diesel Engine Fuel System

- **4. Transmission:** The transmission is used to transfer power from the engine to the wheels smoothly, for all roads and load conditions, experienced by the vehicle during operation. The different components involved in transmission and their path of drive transfer is:
 - **Clutch:** This is needed to smoothly engage and disengage the engine power to the gear box.
 - Propeller shaft: This is used to transfer the force from the gear box to the final drive.
 - Gear box: This is system is used to transmit power from the engine to the wheels
 - **Differential assembly:** This unit further reduces and distributes power to both the wheels when the vehicle is moving straight or turning in either direction without skidding.
 - **Half shaft and wheels:** The power output of the differential assembly is transferred to the wheels using the half shaft or rear axle shaft making the wheels move.

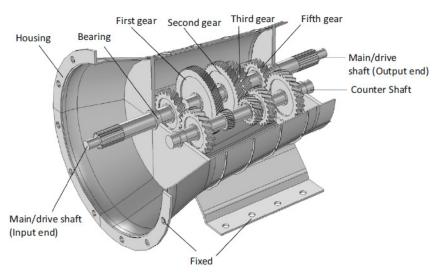


Fig 3.1.4 Gear Box

- **5. Steering System:** Steering refers to the collection of parts, linkages etc. which allow a vehicle to follow a course as desired by the driver. Most trucks use the "re-circulating ball" mechanism for steering. The parts of a steering system are:
 - Steering wheel,
 - Steering shaft,
 - Steering gear box,
 - Pitman arm (or drop arm),
 - Pull and push rod,
 - Steering arm,
 - Tie rod ends and
 - Road wheels.

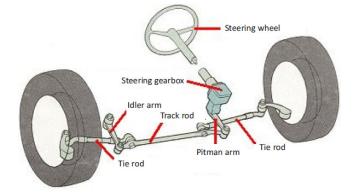


Fig 3.1.5 Steering System

When the driver turns the steering wheel left or right, the motion of the hand wheel is transferred from the steering shaft to the steering gear box. From the gear box the motion is passed on to the pitman (or drop arm), pull and push rod, steering and the tie rod, which passes the motion on to both wheels.

- **6. Braking System:** Brakes of a motor vehicle are used to control the speed of the vehicle and bring it to a complete stop whenever needed. It is also used to keep the vehicle stationary in a place without the presence of the driver. This is used after it has actually been brought to a complete stop. There are two types of Brakes:
 - **Drum Brakes** Here metal strips known as brake shoes grip the wheel hub to reduce wheel and therefore vehicle speed
 - **Disc Brakes** Here a brake caliper grips a ventilated disk attached to the wheel hub to reduce wheel and therefore vehicle speed.

- **7. 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. Type of wearing pattern due to in-proper inflation pressure has to be informed.
- **8. Electrical System:** This system plays an important role in the operation of modern vehicles. The object of the system is to produce, store, and supply electrical power to different electrical parts. Electrical system comprises of:
 - **Storage battery:** This is needed for electrical lights, fuel pump, horn, starter motor and instrument panel.
 - **Starter motor:** It converts electrical energy to mechanical energy, and is needed for starting the vehicle.
 - Lighting system: It is grouped into external and internal systems.
 - Internal lighting system: It provides and gives hidden lighting for all gauges and the cabin.
 - External lighting system: It is provided to light the road at night and to signal oncoming vehicles or the vehicle following you.
 - Electrical Accessories: These include the horn, wind screen wiper and windscreen washer.
 The horn warns other road users about the presence of the vehicle. The wiper helps by giving
 a clear vision of the road ahead during rain and foggy; the windscreen washer motor helps
 when wind screen is dirty. The motor helps to spray water on to the wind screen for cleaning.

Electrical Measuring Instruments:

- Ammeter: It indicates charging and discharging status of the battery.
- **Fuel gauge:** This indicates the quantity of fuel left in the fuel tank.
- Water temperature gauge: It shows the temperature of water/coolant inside the engine.
- **Oil pressure gauge:** It indicates the pressure of the oil in the lubrication system.
- **Air low pressure buzzer:** This alarm indicates that the pressure in the tank is low and will automatically switch off when the pressure reaches the target pressure.
- **High beam indicator lamp:** This lamp lights up when high beam is turned on or flashed.

Do



- Take the trainees near to the vehicle.
- Show them all the systems of the vehicle.
- Explain the technical features and functionality of each system.
- Ask questions about the vehicle systems from the trainees.

– Notes for Facilitation



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

Notes			

UNIT 3.2: Advanced Features

Unit Objectives



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

1. List and explain the advanced features in a commercial vehicle.

Resources to be Used



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



- 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.



- All vehicles today will typical come equipped with one or more advanced technical features as given below:
 - Cruise control
 - Anti-lock braking system
 - Electronic stability control
 - Crash avoidance technology
 - Parking assistance
 - Steering lock system
 - Push button ignition system
 - Self diagnostic system
 - Lane departure and frontal collision warning system

Flaborate



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 absorbs the unwanted breaking shockwaves and regulates the reaction forces thus allowing the wheel to continue turning under maximum braking pressure.

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 a computerized technology that enhances vehicle safety and stability by identifying and minimizing loss of traction or skidding.
- When ESC senses loss of steering control, it will automatically apply the brakes to support vehicle steering in the desired direction with reduced instability.
- Braking is applied automatically to every wheel, to compensate for understeer (too less steering) and oversteer (too much steering).
- 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. Self-Diagnostic System

- It is an automotive scan tool (scanner) is an electronic device used to communicate or interface with, diagnose and, sometimes, reprogram and update vehicle control modules.
- It may only read out diagnostic trouble codes or DTC's depending on the particular tool
- Actual scan tools will display live data including inputs and outputs. They also have bidirectional controls meaning the ability to make the controllers do things outside of normal operations. It can also calibrate or program modules within specific parameters or conditions.

Scan Tool

Steps to Identify and repair problems using advanced On Board diagnosis (OBD) or Scanners.

- Connect the probes of the scanner to the port near the steering
- Switch on the scanner and vehicle
- · Diagnose all the sensors and devices
- It identifies software related problems with the vehicle in detail
- Software related problems can be rectified by the scanner itself, whereas important issues like wiring issues, mechanical breakdown of sensors etc. has to be done manually.
- After correcting the issue, run the scanner again to ensure all the issues are corrected.
- After completing the process, remove the probes carefully from the socket and switch off the engine.

On Board diagnosis (OBD)

On-board diagnostics (OBD) is an automotive term which refers to a vehicle's self-diagnostic and reporting ability. This system gives the driver and repair technician access to the status of the various vehicle subsystems.

9. 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



- Show the technical features and their functioning available in the vehicle.
- 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.

UNIT 3.3: Basic Technical Check before the Trip

Unit Objectives



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

1. Perform vehicle check according to standard procedures as specified by organizational and checklists.

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 of maintenance of vehicle.
- Explain and show the safety fittings and equipments required in the vehicle.
- Explain and show the dashboard visual indicators.
- Show and explain the checking of tires.
- Explain the difference between genuine and non-genuine parts of vehicle.
- Show and explain the checking of technical features of vehicle.
- Show and explain how to load goods properly in the vehicle.

3.3.1: Maintenance of Vehicle

A commercial vehicle driver is directly responsible for any type of servicing due for the vehicle; it's daily and periodic maintenance.

- Make sure to enter all records of service and maintenance in a service book.
- Try to solve minor issues and servicing such as, topping up engine oil, brake oil, coolant, checking belt tension, filling air in tires and more and for difficult or major repairs take the vehicle to the nearest service station.
- You can verify the procedures in the owner's manual of the vehicle and implement them as necessary.
- You should stay with the mechanic if possible to oversee the work that is done.

3.3.2: Safety Fittings and Equipment's

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- · Safety Fittings and Equipment's

Say



• A commercial vehicle driver should check all required safety fittings and keep them in order like seat belt, first aid box, tool kit, fire extinguisher etc.

Elaborate



Seat belts

Always fasten seatbelts before driving to prevent being thrown out of the vehicle, due to accidental impact.

First aid box

This should include bandages, cotton swabs, Band-Aids, painkiller tablets and creams, Paracetamol tablets, antiseptic creams, Dettol, reliable First Aid Manual including CPR procedure, Curved Scissors, Burn cream/salve, cotton, gauze, Anti-histamines etc.

Fire extinguisher

This is necessary to put out fires in and around the vehicle caused due to electrical faults and miscellaneous reasons.

Warning triangle

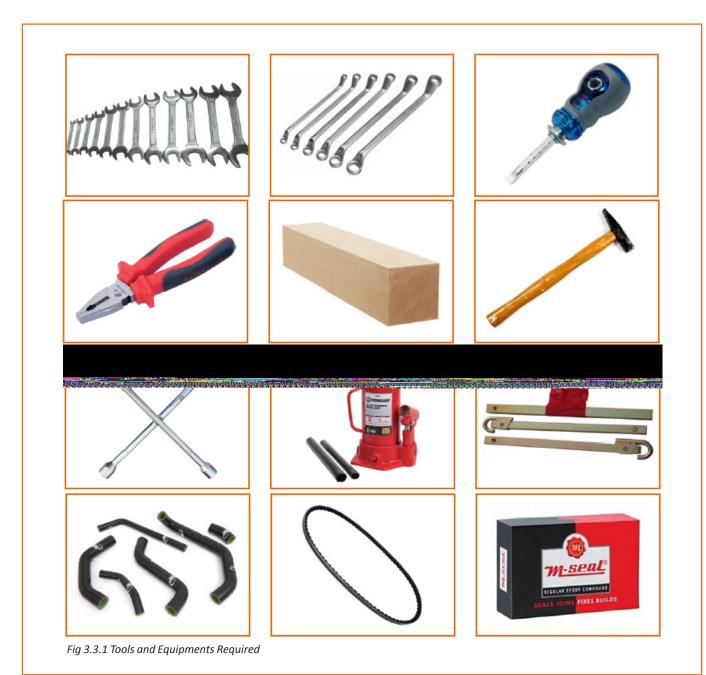
It must be placed around 40 to 50 meters behind the vehicle in case there is Break-down. This is made of special reflective material of high night visibility.

Torch

This is used at night.

Tool kit

You must always carry a proper tool kit in your vehicle for emergency road side repairs. It should include:



Do



- Show all safety fittings and equipments required in the vehicle.
- 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.

3.3.3: Dashboard Visual Indicators

- Resources to be Used



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



The commercial vehicle 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.

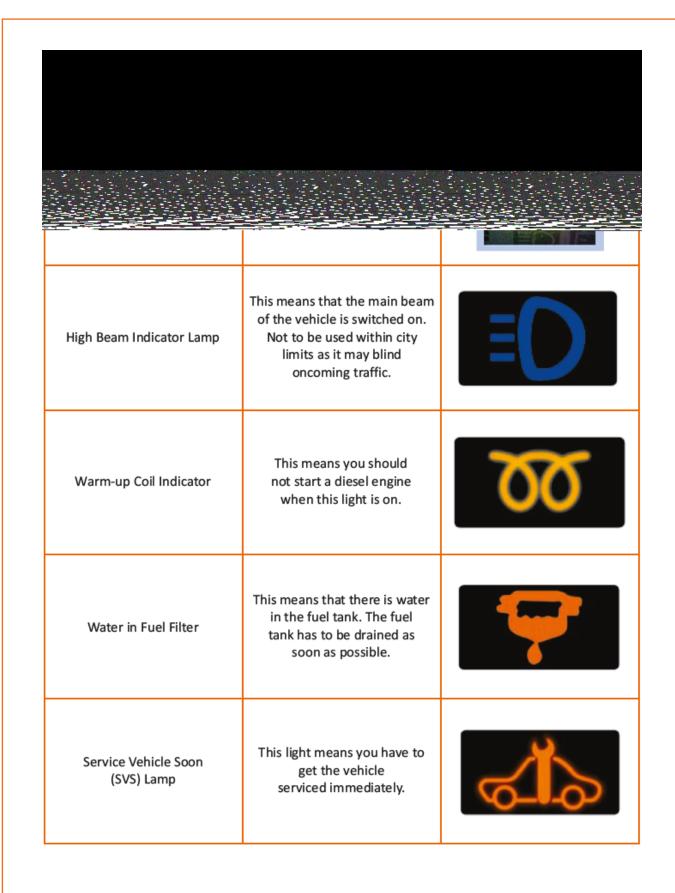
Elaborate



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

Device	Function	Picture
Speedometer	Indicates speed in kmph.	80 180 180 180 180 200 40 220 240 260 180 180 180 180 180 180 180 180 180 18
Odometer	Records overall distance travelled by the vehicle.	4:38 5 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.	<u>55.5</u> km 20

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 L
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.	- +



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.	
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)



Table 3.3.1 Dashboard Visual Indicators



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

Activity 2



- 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



- 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.

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3.3.4: Checking Tires

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 tires before starting the trip to minimize the risk of breakdown.

Demonstrate 🗀



Performing checking of vehicle tire

- 1. Check visually if the air pressure in the tires, is sufficient
- 2. Air pressure is to be checked when the tires are cold. Less air pressure results in excessive wear of treads, decreased mileage due to excess traction with road surface.
- 3. Check the tube's nozzle for any crack or leakage of air from the valve. Check the dust cap which prevents any blockage of the nozzle.
- 4. Check wheel nuts for their tightness, loose nuts may result in wheel coming off.
- 5. Check tires for any contact with oil and lubricants and foreign objects in- between the tire grip/ tread. Oil and lubricants reduce the life of rubber.
- 6. Check and make sure tires have no stones in them. They may damage the inner layer of tire while in motion.
- 7. Check treads for correct depth. Since less tread will result in loss of traction and vehicle will take longer time/distance to stop while braking.
- 8. Check tires for cuts. Cuts may result in tire burst while the vehicle is running or stationary.

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 check of vehicle tire	2 hours	All tools and equipment required
tire .		Vehicle



- 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.

3.3.5: Tire Rotation

Resources to be Used



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

Say



- Tire rotation refers to the process of changing the position of the tires with respect to the wheel hub. This is done to ensure uniform tire wear.
- Tire wear can be used as a tool to extend the life of tires.

Elaborate



Need for Rotation

Tire rotation is needed to balance tire wear both side-to-side and front-to-side. Tires will wear depending upon the way you drive the vehicle, which side of the vehicle the tire is, the roads that you are driving on, and the weather that you are driving in.

Following manufacturers guidelines when rotating tires

Always stick to manufacture guidelines when it comes to tire rotation. This is because different manufacturers use different tires, and are meant for different engine loads. For example it is important for front-wheel-drive cars to ensure that front tires are not worn out fast, since they handle power directly from the engine.

Tire Rotation Needs

There are different tire rotation patterns based on the type of vehicle and tires. The pattern also depends on it being a front-wheel drive, if the tires are of different or same sizes, if the tires are non-directional and if the vehicle is an all-wheel drive vehicle.

In case manufacturer guidelines are not given, you can ask your service technician to follow the below mentioned patterns for your commercial vehicle:

- **First rotation:** Rotate the front tires for every 6000Km irrespective of wear (Even wear/Uneven wear).
- Second rotation: After the first rotation, rotate the front tires for the next 6000Km.
- Repeat the first and second rotation at regular intervals of 6000Km to avoid uneven wear.



- Show them the process of tire rotation.
- Ask them about the need of tire rotation.
- Wrap the unit up after summarizing the key points and answering questions.

- Notes —		

3.3.6: Tips on Better Tire Performance

Resources to be Used



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

Say



- The tires of a commercial vehicle are one of the most important parts of the vehicle. The tires will decide the ride quality as well as ride safety.
- It is important to maintain the tire for better performance and avoiding any accident.

Elaborate



Tips to ensure better tire performance:

- 1. Changing tires as suggested by manufacturers: The right time to replace a tire would be after 6-10 years, depending on usage. This interval between replacements of tires can depend on driving style, types of roads and the weather experienced during driving.
- 2. Size of the wheel bolts: The wheel bolts are provided by manufacturer. In case they are not provided, make sure to use bolts of accurate length. If the length is too short, then the wheel may pop out. If the bolts are too long the vehicle suspension maybe affected.
- **3. Tire rotation is important:** Check with your manufacturer and service technician for details on how and when to rotate your tires.
- **4. Smooth driving/avoiding harsh driving:** Ensure that you drive the vehicle within the speed limits and not drive at high speeds.
- **5. Check air pressure:** Air pressure needs to be checked periodically to ensure the tires are not under or over inflated.
- **6. Don't mix and match the tire type:** Ensure you don't use tires of different types for a vehicle. Always use tires recommended by the manufacturer for a particular vehicle.
- **7.** Wheel alignment: Wheel alignment is checking if the wheels of the vehicle are aligned parallel to the driving direction.



- Ask them about the ways for getting the better performance of tires.
- Wrap the unit up after summarizing the key points and answering questions.

— Notes			

3.3.7: Using Genuine Parts for Repairing the Vehicle

Resources to be Used



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

Say



- Whenever a commercial vehicle needs to be serviced, sometimes parts of the vehicle have to be replaced. It may be anything ranging from a door handle to a critical engine part. Also, vehicles will need replacement parts after a collision or during regular service and maintenance.
- Always buy vehicle parts through manufacturer/company authorized stores; otherwise you will be at risk of buying a spurious part.
- Genuine parts are made by the manufacturer and thoroughly tested by them to meet high quality, performance and safety standards. This will ensure that the vehicle will function as meant to. Always buy genuine vehicle parts from original equipment manufacturer dealers only.
- Non-genuine vehicles parts are those which are not made by the manufacturing company of the
 vehicle itself. Even though non-genuine parts look like the vehicle part you need, they will most
 probably not be approved by your vehicle manufacturer.

Elaborate



Non-genuine parts cannot guarantee the quality and safety of a OEM part. These are the different types of non-genuine parts available:

- 1. Parallel parts: These are parts made by the vehicle manufacturer, or with the approval of the manufacturer, but are not produced for use in a particular region of the country, or for different countries. In these cases, the risk is that the components may not fit correctly. This is because the parts have not come through the correct supply chain.
- 2. Counterfeit parts: These are illegal imitations of the part which are being sold as being genuine. Such parts maybe stamped with serial numbers and vehicle logos to dupe the customer into thinking they are original parts. These parts pose high risks as they will be poorly manufactured using sub-standard materials.
- **3. Salvaged parts:** These parts are vehicle components which have been removed from damaged vehicle of the same make. Such parts are cleaned up and if needed, repaired to a certain extent and then sold to customers. The person selling it may or may not reveal that it is a salvaged part, and the risk here is that the component may not have the life of a fresh, original component. This will surely affect vehicle performance and user safety.

4. Aftermarket parts: Such parts will be produced by other companies for your vehicle and it is used as an alternative to a genuine part. These parts are risky to use since they won't have the same quality and product life as the original, and may damage the vehicle

Benefits of OEM Parts

Here are the benefits of using genuine vehicle parts:

- Manufacturer produced parts/ Original Equipment Manufacturer (OEM) parts will be of greater
 quality and will ensure good vehicle performance. When non-genuine parts are used it may cause
 damage to the vehicle and result in loss of performance. This might also compromise your safety
 and even passenger safety. Items which are genuine will fit the vehicle perfectly and without
 much effort.
- Even though the cost of genuine parts maybe higher, the additional quality and safety offered by genuine parts will justify the cost.
- Another advantage with using genuine vehicle parts is that there is no guess work involved. The mechanic will just have to look up what part was originally used, then replace it with the exact part offered by the manufacturer.
- All OEM/manufacturer produced parts will come with a warranty. Therefore if the component fails or gets damaged within the warranty period, then it is either repaired or replaced entirely, free of cost.



- Show them sample of genuine and non-genuine parts.
- Ask them about benefits of genuine parts.
- Ask them about risks occur due to non-genuine parts.
- Wrap the unit up after summarizing the key points and answering questions.

3.3.8: 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

Say



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

Demonstrate



Performing technical checks on the vehicle

- 1. Park the vehicle on hard and level ground to start all pre checks.
- 2. This will help you measure the correct levels of lubricants, coolants and electrolytes in the battery.
- 3. While doing all the pre-checks, you must use the hand brake to prevent any rolling or unwanted movement of the vehicle in any direction.
- 4. Vehicle's wheels to be chocked, meaning driving a chock or wedge in between the wheel and the ground to stop it from moving or rolling away
- 5. You should engage the hand brake and also chock the wheels of the vehicle as an extra safety measure.

Parts need to check

1. Underneath the Vehicle

- **Leaf springs suspension:** Check leaf springs for any cracks in the plates, and also check lubrication and tightening.
- Propeller shaft: Check propeller shaft nuts for tightness.
- Piston Cylinder Shock absorbers: Check shock absorbers for correct mounting and oil leaks.
- **Bell crank:** Check bell crank's inspection cover. If it is opened then dust will enter the flywheel and damage the release bearing and clutch facing.
- **Mounting pads:** Check all the mounting pads of chassis, engine, leaf springs, and shock absorbers for any damage, cracks or failure.

- Chassis mounting: Check whether chassis is mounted properly or any mounting nut is loose.
- Fuel tank mountings: Check the mounting of the fuel tank. It should be fully secure and tight.
- **Pipeline mountings:** Check all the pipelines for any leakage and cracks.
- Air pressure tank (reservoir): This should be fully secured and sufficiently tight. Drain the air pressure tank regularly to eliminate any water.
- Air pipelines: Check for tightness of all air pipelines for any cracks, openings and leakages.
- Leaks: Check for oil leaks from all assemblies under the chassis.

2. Electrical Checks - Physical and Functional

• Battery: Check the battery for proper mounting, tightness of terminals and arresting any corrosion. Check for correct level of distilled water and ensure air vent holes are open. Any blocked air vent holes can lead to a battery burst due to heat buildup while charging the battery.

Check Battery Terminals for corrosive salt deposits & clean immediately.

- **Wipers:** Check wipers, whether fully secure and functioning properly. Check wipers blade rubber, it should not be cracked or sticky.
- Head lights: Check head lights for proper mounting, serviceability and correct focus of high/ low beam.
- **Tail lights:** Check tail lights for functioning, proper mounting and colour of its cover meaning the colour should not be faded.
- Indicators and brake lights: Check mounting and functioning of both the indicator and brake light. The Colour of the tail light cover should not be faded.
- **Fog lamps:** Check fog light for proper mounting and functioning. They should be covered after the foggy season.
- Hazard lights: Check hazard lights for proper mounting and functioning.
- Roof and cabin lights: Check mounting and functioning of roof and cabin lights.
- Panel lights: Check functioning of all the panel lights.
- Fuse box: Check fuse box for correct fuse fitment. Keep extra fuses in your spare kit.
- Horn: Check horn for its serviceability and mounting.

3. Opening the Bonnet

- Fix the bonnet stand firmly. It should be fully secure.
- Use an inspection light when it is dark.
- Check radiator fins for leaks and proper mounting. No objects such as different kinds of debris should be there in between the fins.
- Always check coolant level in reservoir. And only open the radiator cap to check and refill
 coolant fluid in the reservoir. Open Radiator Cap only after the Coolant / Fluid has cooled off.
 Otherwise severe burn or scalding may take place from steam coming out.



- Check the oil level in the engine using the dip stick. It should not be less than the required level, which might lead to overheating and the engine will seize
- Check brake fluid for correct level. When low, fill up to the given mark in the fluid container.
- Wiper water bottle should be kept clean and filled up to required level.
- Clutch fluid should be checked for its correct level, top up if low.
- Inspect fan belt for tension, cracks & fraying on the edges
- Check the air filter regularly.
- Inspect mountings of engine, AC, alternator, starter motor and other parts.
- Check all hoses and pipes for any leaks, cracks and proper fitting check all hose clamps for proper tightening & locking.
- Check the accelerator linkage for proper fitting and tighten if loose.
- Clean the engine, and keep it free from dust and oil spillage.
- Bonnet fastener to be checked for proper fitting

4. Other Checks

- Check condition of seat, to see if it's in good condition and not torn. Also inspect seatbelt for cleanliness and proper functioning and mirrors for proper mountings and settings.
- Inspect windscreen for visibility and cleanliness. There should not be any cracks, stickers, or scratches on it.
- Windscreen wipers should function properly. They should make even contact on the entire area windscreen area.
- Switch on and warm up engine slowly for building air pressure.
- Inspect all gauges for proper functioning including oil pressure, ammeter, and fuel, engine RPM, and air pressure gauges

 Any unusual noises and sounds coming from the engine must be systematically checked to identify any issues

5. Brake Pedal

• Inspect vehicle brakes to detect any leakage, sponginess (looseness), hardness, excessive play and clean brake pedal rubber shoes (covering).

6. Check Cabin

- Inspect cabin cleanliness.
- Inspect, identify and remove any inflammable items present in the cabin.
- Inspect first aid box for availability of all items and verify expiry date printed on the medicines.
- Check for any items kept at the rear of the vehicle hampering driving view, they can increase blind zones.
- Fire extinguisher must be properly fastened and fully secured.
- No loose or unsecured items should be kept in the vehicle. They may hit you during an accident or when braking suddenly.
- Check that air duct is secured unblocked by anything.
- Check that sun shield is properly mounted and is clean.

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	2 hours	All tools and equipment
available vehicle		required
		Vehicle



- 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.

3.3.9: Loading and Transporting Goods

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- · Vehicle and material for loading

Say



- Loading is an important factor that affects the vehicles stability, controls and maneuvering. Each vehicle has a specified load capacity and a maximum seating capacity.
- Loading beyond its capacity leads to vehicle damage and loss of control. This can lead to dangerous situations and loss of control while driving.
- Always find out the maximum load permitted by law (Local laws or Central Government Laws as applicable) for your commercial vehicle.

Elaborate



Ways for loading the vehicle properly

- Never overload the vehicle. Do not cross the specified limits (kgs/length/width/height).
- Every transport item or package has to be put in a place where it is safe. It has to be secured and lashed.
- Never store loose items like tools, water bottles, fire extinguisher, stove, buckets, tow chain etc. unsecured in the cabin.
- The load should not block your all round driving vision.
- Always be careful while transporting passengers and goods together. Separate the goods by category, then stack and store the goods safely within vehicle storage space.
- Cover the load in the right way so that it isn't exposed to the weather.

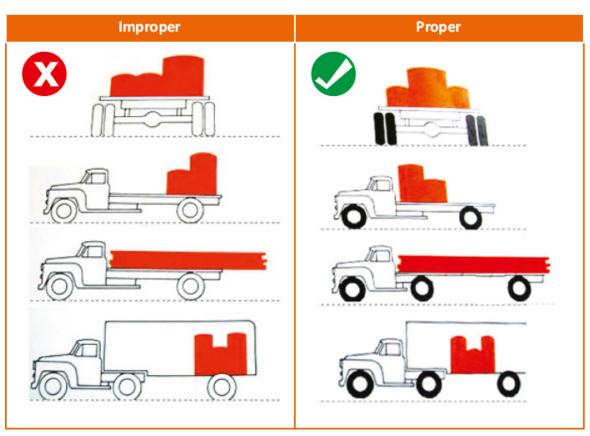


Fig 3.3.3 Proper and Improper Loading of a Truck



- Show the ways of loading the material properly in the vehicle.
- Explain and demonstrate the ways of material loading
- Wrap the unit up after summarizing the key points and answering questions.

3.3.10: Transportation of Hazardous Material

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- Participant Manual
- · Vehicle and material for loading

Say



- There has been a steady increase in the transports of the hazardous substances thorough out country and this has led to greater chances for accidents involving transport of such substances.
- Since such accidents involve high risk to life and material assets, such instances should be reduced to the minimum.
- The driver should follow the emergency plan for the corresponding district as per the Environment Protection Act, 1986. It has provisions which help resolve issues with the Manufacture, Storage and import of Hazardous Chemicals Rules 1989.

Elaborate



Rules to be followed by commercial vehicle driver while transporting hazardous goods:

- 1. Ensure that the information related to hazardous goods to which it relates are always kept in the cabin.
- 2. Take necessary precautions to prevent fire, explosion or escape of hazardous goods while the vehicle is in motion.
- 3. During break time, the driver should ensure that the vehicle is parked in a safe place away from fire, explosion and any other risk.
- 4. Vehicle should remain under the control and supervision of driver always.
- 5. Lock vehicle at all times while in transit to ensure safety of goods.
- 6. While carrying dangerous goods, the drive must ensure that the vehicle is marked with an emergency information panel in each of the 3 places as shown.

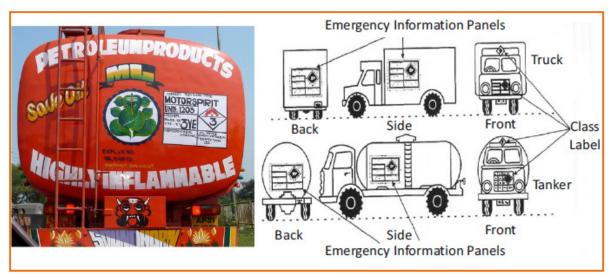


Fig 3.3.4 Emergency Information Panel on a Truck

Do



- Show the ways of loading hazardous material properly in the vehicle.
- Show the emergency exits has to be available in 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.

UNIT 3.4: Escalation of Technical Problem

Unit Objectives



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

- 1. Examine the road worthiness of vehicle after consulting with superiors and if found unfit to decide to utilize another vehicle.
- 2. List actual or likely defects and report to the senior commercial driver or service supervisor in sufficient detail so that they can identify the issue.

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- PC with LCD Projector or Flip Chart
- Participant Manual
- Tools and equipments required and a vehicle

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



- It is very much essential that the commercial vehicle 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.
- 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.
- When the Commercial Vehicle Driver is not able to perform his duties of driving the commercial vehicle, then the driver will have to escalate the issue to resolve it in the shortest time possible with maximum efficiency.
- For any emergency, vehcile driver needs to carry list of emergency numbers such as police helpline, ambulance, fire, women helpline etc.

Demonstrate



Troubleshooting of vehicle:

Dead Battery

- 1. If the vehicle 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. In this case, call a close by garage or Auto Shop to help charge the dead battery.

Vehicle getting stuck

When the vehicle 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 vehicle to get the vehicle moving again.

Overheated Engine

If there is smoke coming out of the vehicle bonnet, it is most likely due to the engine overheating. In this case, immediately slow down and drive to the side of the road and switch off the engine. Use a cloth to open the radiator cap and fill either water or liquid coolant to cool the engine down.

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. Next, call a nearby Auto shop or garage to get the flat/punctured tire changed.

Faulty and/or Loose Brakes

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

Towing and Driving Safely with a Trailer

You will be required occasionally to drive a towing vehicle either for emergency or everyday work. In such situations it is advisable to follow the below mentioned guidelines:

- **a.** Check vehicle Manual: This first step in towing a vehicle is checking the owner's manual for the weight that your vehicle can safely haul. Make sure to stay within the weight limit, and do not overload the vehicle. This will surely lead to an accident.
- **b. Practice driving on empty roads:** Before towing any load, practice towing on roads with little or no traffic. Only after you are sure of driving well, should you start driving in heavy traffic.
- **c. Check towing attachments:** Before driving on the roads, ensure all your towing attachments are in order. Check all lights, safety chains and links and other joints.
- **d. Keep a good distance between vehicles:** Ensure you keep a greater distance between you and the vehicle in front of you when compared to driving without a towing attachment. The extra towing weight will increase the braking distance of the vehicle.
- **e. Make Wider turns:** Since you are hauling a towing load, your vehicle length will have increased, which means you have to take proportionately wider turns so as to not dent your or other vehicles.
- **f. Practice Driving in Reverse:** You will also have to reverse the towing vehicles with the towing load. So it is better you practice driving a similar setup in reverse before setting out on a journey.
- g. Drive Slowly: Increased braking distance due to the towing load means you have to drive a lot

slower than if you were driving without a towing load.

h. Practice Parking: Since the vehicle with the towing load will be considerably longer and possibly wider, it is best to know how to park. If not familiar with parking, it is best to take the assistance of another person while parking the vehicle.

You should also remember these points while towing a vehicle:

- 1. Two-wheeled motor vehicle shall not be towed by another vehicle.
- 2. While towing a vehicle the maximum speed shall not exceed twenty-five kilometres per hour
- 3. The distance between the towed and towing vehicle must not exceed five meters;
- 4. The tow ropes or chains must be clearly visible to all other road users.
- 5. A retro reflective "ON TOW" sign ≥ ten centimetres in height and two centimetres in width with spacing of two centimetres between the letters on white background must be shown both on the front of the towing vehicle and rear of the vehicle being towed.
- 6. A driver must not tow a vehicle at night, in darkness or in bad weather conditions unless the hazard warning lights of both vehicles are turned on
- 7. If the hazard warning lights of the vehicle being towed are not functional, it must not be towed

Elaborate



Reporting to and Consulting with Senior Regarding Vehicle Issues

It is important to report all vehicle issues to your senior periodically. Given below are the ways to report to your senior at work:

- If there is a breakdown/accident while driving the commercial vehicle, inform your senior (such as manager) as soon as you are able to. This will ensure you will receive timely help and that your will keep your senior informed of your status
- When informing senior about vehicle breakdown, the driver should also give the exact location information of the commercial vehicle, including road or national highway route number, nearest landmark, direction of travel, city, state and phone number where he can be reached.
- When informing senior about vehicle breakdown, the driver should also provide suggested diagnosis of the cause of the breakdown.
- Based on the driver inputs, the road worthiness of the vehicle shall be concluded by the company.
 If the vehicle is found to be irreparable then the driver should not use the commercial vehicle on road else it may risk the lift of driver himself as well others on the road.
- In case there are minor issues with the vehicle which you have fixed yourself, then inform your senior during scheduled meetings through phone or in person
- If there are major repairs that the vehicle needs, then inform your senior at the next weekly or daily meeting with the senior. This will give your senior time to sanction funds and instructions for repair of vehicle; meanwhile you will be given a functioning vehicle to continue services.

Problem Escalation Procedure

Escalating problems with regard to a commercial vehicle means solving problems related to the commercial vehicle. The problems can be an overheated engine, a punctured tire and so on. For detailed information on problem escalation procedures

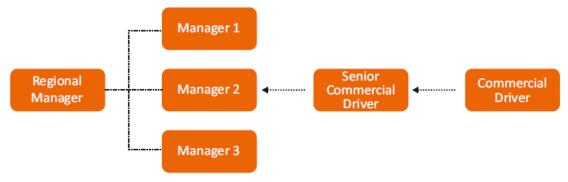


Fig 3.4.1 Typical Organizational Structure for a Commercial Vehicle Driver

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
Report and escalate an accident to the supervisor	2 hours	Pen and paper



- 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 3.5: Organizational Context

Unit Objectives



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

- 1. Explain company's policies on vehicle road worthiness requirement.
- 2. List the reporting structure and appropriate escalation procedures in case of problems at work.

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



- Organizations are responsible for creating and maintaining set of policies for driving at work. Such policies should include procedures for employees using their own vehicle for work purposes.
- These policies generally can be found on employee bulletin board, emails and letters. Driver should always strictly follow these policies to avoid road accidents and also ensure safety of others on road.
- Employers should frame policies for driving at work and should make sure that employees maintain their vehicle using the applicable measures.
- Driver has to report and problem, issue or any other information to the organization by following the organization reporting structure.

Elaborate



Sample policies that can be adapted for use by the driver:

- 1. Inform reporting manager about vehicle defects and never drive vehicle that could be unsafe
- 2. Be aware of what action needs to be taken in a crisis circumstance
- 3. Ensure you are physically fit to drive the commercial vehicle
- 4. Inform reporting manage of any health issues or personal problems that could make driving unsafe
- 5. Don't drive if you are under medication or consumed alcohol
- 6. Be aware that some prescription drugs can affect your driving skills and always check with your doctor or pharmacist
- 7. Have your vision tested regularly and wear corrective lenses if necessary
- 8. Never use mobile phone while driving
- 9. Follow the speed limits sings on roads to avoid accidents
- 10. Follow instructions given on route planning supplied by your reporting manager
- 11. Ensure adequate break to prevent fatigue
- 12. Always have additional trip time and breaks to compensate for bad weather, traffic congestion etc.
- 13. Stay calm and relaxed while driving
- 14. Avoid road rage
- 15. Always plan ahead before driving to ensure safety of self, Passengers and goods.

Reporting Structure

The typical commercial driver in a company would report to a senior driver. The senior driver in turn will report to a manager according to the office they report to in a city/town. The set of managers will in turn report to a regional manager who will handle a large area within a state/district.

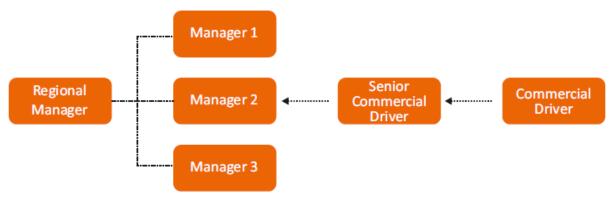


Fig 3.5.1 Typical Organizational Structure for a Commercial Vehicle Driver

Notes for Facilitation



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

- Notes			









4. Safe Driving and Trip Planning

Unit 4.1 - Standard Driving Practices

Unit 4.2 - Traffic Rules and Regulations

Unit 4.3 - General Conduct on Road



Key Learning Outcomes 👸



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

- 1. Identify all checks to verify the road worthiness of the vehicle has been carried out
- 2. List 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. Follow good driving practices for maximizing fuel efficiency of the vehicle.
- 6. Follow 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. Use 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: Safe Driving Practices

Unit Objectives



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

- 1. Verfiy that all checks are carried out for road worthiness of the vehicle.
- 2. List necessary documents required for self, passengers and goods.
- 3. 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.
- 4. List all the activities to be carried out to achieve a smooth ride.
- 5. Perform changing of gears seamlessly, leading to a smooth ride.
- 6. Operate the vehicle optimally using all controls and systems available such as ECS, crash avoidance, ABS etc.
- 7. Use driving instruments and accessories such as windows, window wipers, A/c Controls etc.
- 8. 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.
- 9. 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 commercial vehicle 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 vehicle, 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.

Check gear change pattern

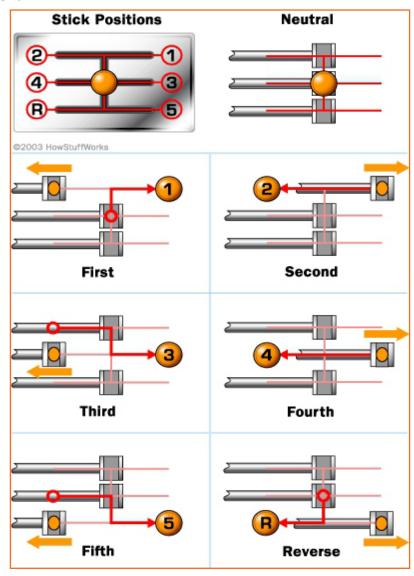


Fig 4.1.1 Gear Change Pattern

Best Practices for safe driving

- Check the accelerator, clutch and brake pedals for even resistance.
- Start the engine of the vehicle with the gear in neutral and the handbrake on. Once started, release the handbrake, and switch the vehicle into the first gear using the clutch and gear.
- It is important to remember, after switching the vehicle into gear, release the clutch pedal at the same rate at which you press down on the accelerator pedal. If this is not done, the vehicle will jerk, and the engine stall or switch off by itself.
- Once you are in the first gear and moving, make sure you glance the rear view and side view mirrors from time to time.
- 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.
- 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 vehicle running smoothly.

Maintain a minimum safe distance between vehicles while driving, and do not tailgate.

Note: 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.

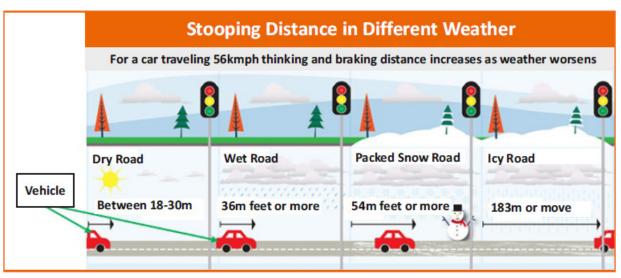


Fig 4.1.2 Typical Stopping Distance of a Vehicle in Different Weather Conditions

Maneuvering the vehicle safely in both Forward and Reverse Gear

Vehicle controls such as ABS, EBD ECS helps a commercial vehicle driver to 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.

Driving under Special Conditions

- **a. Driving in Snow/Ice:** People living in snow areas, where you have to drive when it is snowing. Keep these points in mind:
 - 1. In this case before the winter season starts, it is advisable to put on snow tyres which are specially designed for use on snow and ice.
 - 2. If you are living in areas with heavy snowfall then you will have to strap chains onto your tyres. When it is snowing, the braking distance will increase by many times. People who do not have Anti Lock Brake Systems should use the brake pedal sparingly and release the brake as soon as the vehicle starts skidding.
 - 3. Do not sleep in the truck out in the open when it is snowing outside snow may cover the vehicle. This may result in suffocation.
- b. Hill Driving: When you are driving in the hills, it is important to keep in mind these points :
 - 1. When going downhill, do not use the clutch to reduce speed, first press the brakes and then press the clutch to change gears, or stop.
 - 2. Does not drive downhill with the engine off, this will cause the brakes to wear down very fast.
 - 3. Use the same gears you used while driving uphill, for downhill driving as well.
 - 4. Always yield to traffic coming uphill
 - 5. Blow the vehicle horn whenever you see a horn sign
 - 6. Try to drive at low speeds using acceleration and braking as the gradient makes it harder to drive.
 - 7. Do not overtake if the vehicle ahead of you does not permit it. It might be dangerous to do so.



- 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.

Activity



- 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



- 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 4.2: Traffic Rules and Regulations

Unit Objectives



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

- 1. Identify local traffic regulations according to the state
- 2. Change lanes in traffic while staying within speed limit.
- 3. Maintain a safe distance from other vehicles in traffic by keeping a check on speed.
- 4. Use appropriate hand or vehicle signals while driving.
- 5. Use all available vehicle functions to aid in driving safely.
- 6. 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 signage

Do



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

Say



- A commercial vehicle driver has to follow the state specific traffic rules and regulations during the driving.
- Follow traffic signs properly.
- Traffic signs are signboards placed on the side of road to provide information to road users regarding the use of the road.
- Not knowing the meaning of a road sign may lead to loss of life or property. This applies to both pedestrians and taxi drivers.

- Commercial vehicle driver 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 drivers at round circles or heavy traffic area.

Elaborate



Commercial vehicle driver should conform to state specific traffic regulations such as:

Change lanes properly at suitable speeds while watching for traffic conditions

- Use correct signaling while overtaking other road users according to traffic conventions
- Park on an even surface with no or minimal incline in conjunction with the hand brake and use wheel chocks to keep up the position of the vehicle to stop it from rolling away.
- Constantly watch the speed and distance in connection to vehicles ahead, behind and on the sides and keep up a safe distance from other vehicles. Also keep a track of speed and distance with regard to vehicles on all sides.
- While driving, make your intentions clear to other road users, by using vehicle indicator signals while turning left/right, systematically. Keep the vehicle cabin organized.
- Respond as required to every signal including traffic policeman hand signals, road signs and markings, along with conventional traffic signals, both permanent and temporary.
- Choose a safe and convenient location on the journey to park and use the parking light when you stop your vehicle.
- 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.

Hand Signal Used by Traffic policemen and Drivers

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 4.2.1 Traffic Policeman Signals

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.

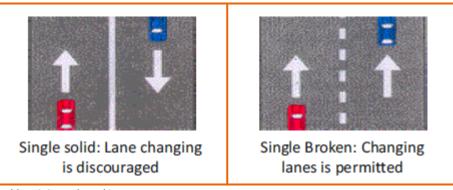


Table 4.2.2 Road Markings

Crash barriers

These are metal barriers which are used for preventing the vehicle from going off the road. It is useful four wheelers, but also simultaneously poses a risk of collision for two wheelers.

Wire rope

Rope fences are mostly made of interwoven metal strands for increased strength. They are similar to crash barriers and are used to prevent vehicles from going off the road.

Guideposts/ Delineators/ Reflectors

These are light reflecting installations on the road which are used to guide traffic through lane changes, such as at intersections. These are especially important in the night time or in low light conditions, as it will help the driver see the lane clearly.

Traffic Cones

These are cone-shaped markers that are used on roads to direct traffic temporarily when needed. Traffic cones are placed around a pothole in the road to prevent accidents.

Rumble Strips

This is a raised pattern on the road to enable motorists to know when they are exceeding the speed limit. Motorists will know when they hear an audible vibration while driving over the rumble strip.



- 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 2



- 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		



- 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.



- 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: General conduct on the road

Unit Objectives



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

- 1. Show special consideration to children, the differently abled and elderly while driving.
- 2. Elaborate all rules pertaining to the general public and be careful of 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



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



- During the trip, you have to handle many kinds of pedestrians, who can come in your way.
- As a commercial vehicle 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 commercial vehicle driver may encounter all kinds of bad drivers on the road.
- Right of Way is the legal right of a pedestrian or vehicle to proceed with priority over other others in specific situations or locations. All people using roads have the right of way depending on the specific situation or location. For example, Pedestrians will always have the right of way on zebra crossing. Cyclists will have the right of way on the cycle lane. Similarly an Ambulance or a Fire Truck also need priority passage.

- Emergency tending vehicles such as fire engines, ambulances and police vehicles should be given
 right of way. In some cases not yielding to emergency vehicles is punishable by law. Vehicles going
 uphill should be given right of way by vehicles coming downhill.
- Vehicles should give way to traffic on the right at city road crossings and roundabouts.

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.

STOP

Fig 4.3.1 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 commercial vehicle 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.

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.

Tips



You should also remember these points while driving:

- 1. When you see a "STOP" sign on the road, you should
 - Stop before crossing the line marked as a stop line before the "STOP" sign.
 - If there is no "STOP" line marked, then you will have to stop immediately before "STOP" sign.
 - Yield to traffic on the main roads and enter the main road only when it is clear of vehicles.
- 2. When you see a "Give Way" sign on the road along with single/double "Give Way" road markings you should slowdown and yield to traffic and drive ahead with caution.

- 3. If there is no pedestrian crossing marked preceding the "Give Way" or "STOP" sign, you should give way to pedestrians
- 4. Vehicles entering the road from a property bordering the road should yield to traffic and proceed cautiously.

Do



- Demonstrate the driving practices of handling elderly and differently abled pedestrians.
- Demonstrate the driving practices of handling children pedestrians.
- Demonstrate the driving practices of handling other bad drivers during driving.

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.



- 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.









5. Work Effectively as Team

Unit 5.1 – Interact & communicate effectively with colleagues

Unit 5.2 – Organizational Context

Unit 5.3 – Technical Knowledge



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 5.1: Interact & communicate effectively with colleagues

Unit Objectives



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

- 1. Make use of various media such as online means and face-face interactions to establish and sustain clear lines of communication with colleagues.
- 2. Tell colleagues important information according to organizational needs using verbal and nonverbal means.
- 3. Illustrate to colleagues important information as required by organizational need through verbal and non-verbal means.
- 4. Ensure that the way you work will show respect to all other colleagues and peers at the workplace.
- 5. Tell colleagues in advance about delays in meeting commitments or the inability to meet the commitment completely.
- 6. Find problems with regard to working with colleagues and try to solve them by taking the initiative.
- 7. 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.

5.1.1: 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

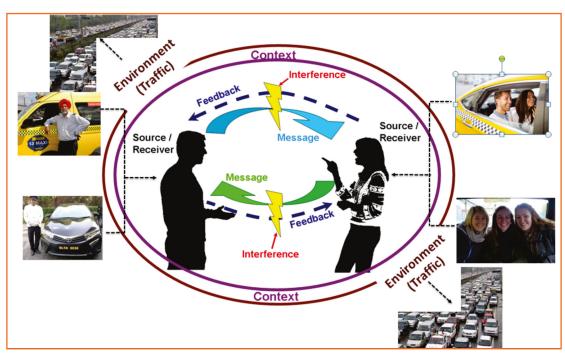


Fig 5.1.1 Process of Communication

- **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:

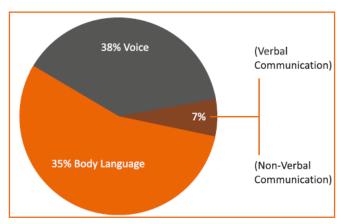


Fig 5.1.2 Process of Communication

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 commercial vehicle driver 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		



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



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

Notes			

5.1.2: 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

- 1. 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



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

- Notes



5.1.3: Respecting your Colleagues, Peers and Clients



A work environment where everybody is respected will minimize the probability of conflict between team members. In the case of a commercial vehicle 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 company employees.

Elaborate



Tips for interaction with customer

- 1. Be Kind and Courteous: Make it a point to ask for the customer's name and prefix the name with Sir or Madam. When in the company or other employing organization make sure to learn everyone's name and always address them by it.
 - An important part of a commercial vehicle driver 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.
- 2. Respect Personal Space and Boundaries: This applies to the customer as well as the employees in the company. The commercial vehicle 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 commercial vehicle 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 commercial vehicle driver 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.

Activity



- 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.

Notes



5.1.4: Honoring Commitments at Work

Say



• 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



Some ways to ensure you meet work commitments as planned:

- 1. 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 commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver 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



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

5.1.5: 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 vehicle.
 - If in case a commercial vehicle driver has a problem with the 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: Commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver is in an argument with a customer/ passenger, he can call the 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.



- 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: Organizational Context

Unit Objectives



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

- 1. List the organizational policies and procedures relating to working with colleagues and roles and responsibilities linked to the same
- 2. Explain the importance of various ways to communicate and the situations in which they can be used.
- 3. Illustrate the need to create a workplace where colleagues and peers trust and respect each other
- 4. 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.
- 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.

5.2.1: 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 commercial vehicle 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.

5.2.2: Working within organizational roles and responsibilities



- When job roles are not defined properly, it might lead to low productivity and poor quality of work in the workplace.
- When required, employees in an organization should clarify doubts regarding their job role and work instructions. This can be achieved by:
 - o Looking out for consistent and periodic support from senior colleagues, supervisors or managers as is required.
 - Utilizing consultation with work colleagues and along with staff meetings with superiors.
 - Referring to professional guidelines within the organization for use within and outside the organization.
 - Getting your position in the company stated in clear terms, or refer company manuals and professional standards and legislative provisions which are universally applicable.
 - Getting your core competencies analyzed through systematic assessment.
 - Keeping a record of all your work according to organizational standards for documentation.

5.2.3: Clarifying Work Instructions



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 commercial vehicle 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 commercial vehicle driver 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 commercial vehicle driver is allowed to make in a day.

5.2.4: 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 commercial vehicle driver 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 commercial vehicle driver 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 company/ employing organization the stakeholders from the perspective of a commercial vehicle driver 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.

5.2.5: How to Build Good Work Relationships

Say



• Now you have to focus how to build relationships with individuals and in a team.

Elaborate



How to build good work relationships

1. Develop your people skills: This is extremely important to a commercial vehicle driver who has to

interact with people from different social and economic backgrounds and cultures on a daily basis. This means the individual will have to accommodate the customer in any possible, making the ride a pleasant one. You as a driver will need to collaborate, communicate and resolve conflicts on the spot to make sure you are considered as a good commercial vehicle driver.

- 2. Build Emotional Intelligence: As a commercial vehicle driver it means to know when to offer help to the customer, and when not to. It also means being sensitive to the moods and hardships faced in booking and boarding the vehicle. This will help you serve your customer/passenger on an emotional level.
- **3. Manage your Boundaries:** This is also largely helpful to commercial vehicle driver 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 commercial vehicle driver 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.

5.2.6: Choosing the Right Method to Communicate at Work

Say



• 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 commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver 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.

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

Say



- A commercial vehicle driver can contribute towards making the workplace one that fosters mutual
 trust and respect by following all organizational policies and procedures right down to at 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.

5.2.8: Accountability and Transparency at the Workplace

Say



• 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 commercial vehicle driver is to work according to company procedure and policy, and documenting the work done on a daily basis.
- This means the commercial vehicle driver 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.



Fig 5.2.1 Levels of Accountability

- 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.



- 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 5.3: Technical Knowledge

Unit Objectives



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

- 1. Explain the types and forms of information that colleagues will need, and the need to provide such information when there is a requirement.
- 2. 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 commercial vehicle driver can help out other colleagues new to the organization by helping them in areas known to be problematic such as closure procedures and end of day reporting.
- The commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver 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.



- 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. Practice Health Safety &Environment andSecurity Related Guidelines

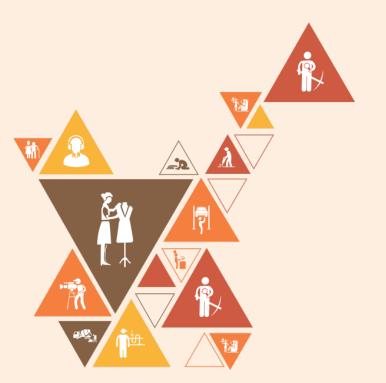
Unit 6.1 – Communicating potential accident points

Unit 6.2 – Cleanliness and hygiene

Unit 6.3 – Limit damage to people/client and public

Unit 6.4 – Organizational Context

Unit 6.5 – 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
- 3. 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 6.1: Communicating potential accident points

Unit Objectives



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

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



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



- 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 company.
 - Safety deals with the safety aspect of an employee in the organization. Working as a commercial vehicle driver 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 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 employing organization should state in clear terms the policies and procedures which govern the work schedule of a commercial vehicle driver 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 commercial vehicle driver 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:

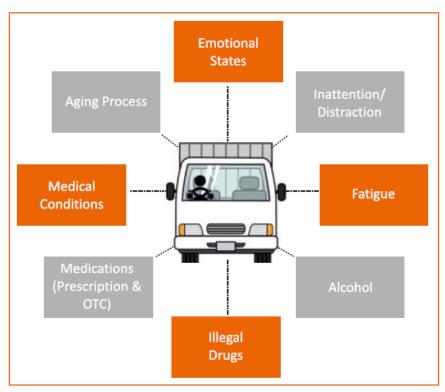


Fig 6.1.1 Factors Affecting Driving Performance

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 commercial vehicle driver 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.

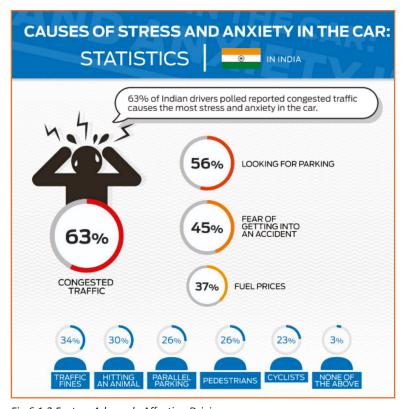


Fig 6.1.2 Factors Adversely Affecting Driving

- **5. Pre-drive Vehicle Checks with regard to contents of transport:** As a commercial vehicle driver 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.



- 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 6.2: Cleanliness and hygiene

Unit Objectives



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

- 1. Ensure the vehicle is kept clean.
- 2. 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 commercial vehicle driver has to maintain the cleanliness and hygiene in vehicle for giving comfort to customer.
- It is good practice to keep the vehicle clean, starting from the vehicle cabin. Since a commercial
 vehicle driver 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 commercial vehicle driver to keep their vehicle clean. Similarly, it is
 also important for the commercial vehicle driver to keep themselves clean and groom themselves
 regularly.

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 vehicle. 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 vehicle. Anything that is not absolutely required must be removed from the vehicle. It is also good to keep the windows rolled up when you can, to avoid buildup of dust inside the vehicle.
- **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 vehicle 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 vehicle.
- **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:

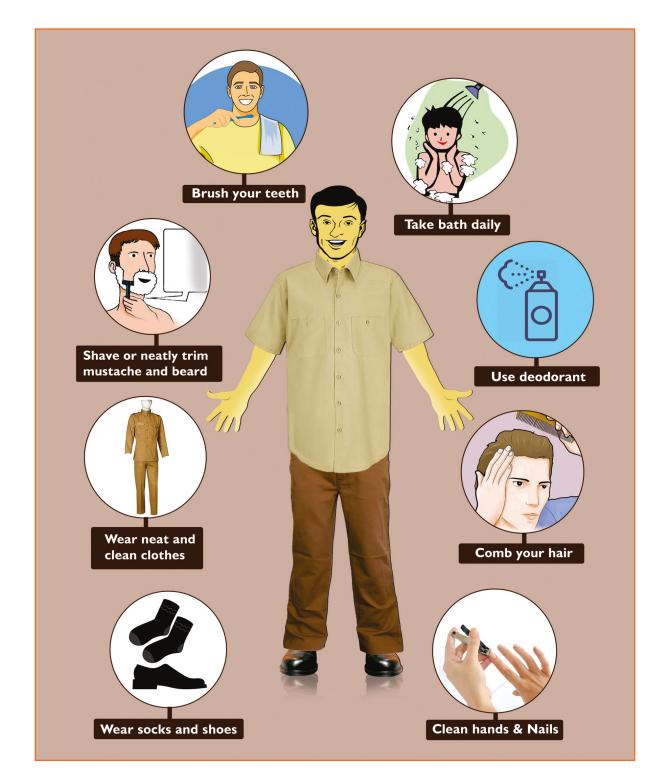


Fig 6.2.1 Ways to Groom Yourself

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.



- 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: Limit damage to people/client and public

Unit Objectives



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

- 1. Execute instantaneous actions to minimize the damage or danger to life and goods accordingly
- 2. Perform actions as specified by rule or detailed instructions to minimize all kinds of damage and danger.
- 3. Raise the issue instantly when you cannot handle the situation on your own effectively, for example reporting the issue to the police control room.
- 4. Explain instructions clearly and give precise information to others to enable them to take needed action.
- 5. List and notify any issue at work that may endanger people or property according to operator manual or guidelines.
- 6. Inform management of any difficulty you face in complying with organizational health and safety guidelines along with precise details of non-compliance.
- 7. 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.
- 8. 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



- 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 commercial vehicle driver 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 commercial vehicle driver will face while driving, There are
 also several other notable ways in which a 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 commercial vehicle driver

- The effect of noise on the commercial vehicle driver: 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 commercial vehicle driver: 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 commercial vehicle driver 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 commercial vehicle driver 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 vehicle.
- 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 commercial vehicle driver 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 commercial vehicle driver 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

Commercial vehicle 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.

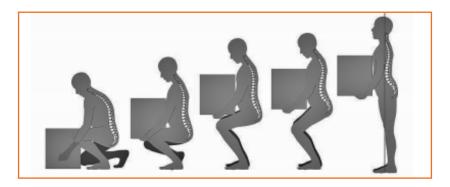
- Always ask the customer/passenger to select a boarding/pick up point which is well lit.
- If the commercial vehicle driver picks up the passenger/customer in a dark area then there is a risk of being assaulted or robbed by the person you are picking up. Therefore it is advisable to pick up customers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



- 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: Organizational Context

Unit Objectives



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

- 1. Report safety and emergency issues to the appropriate personnel/department as specified by organization guidelines.
- 2. List all actions you can perform to minimize danger caused by hazards at work.
- 3. Explain the most effective and relevant ways to communicate to others about safety and emergency situation and how safety incidents can be prevented.
- 4. 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 commercial vehicle driver, 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:

- 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 commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle driver 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 (commercial vehicle driver) 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.
- Use Personnel Protective Equipment (PPE): The commercial vehicle driver 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 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.

Commercial vehicle drivers 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.

Commercial vehicle drivers 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.

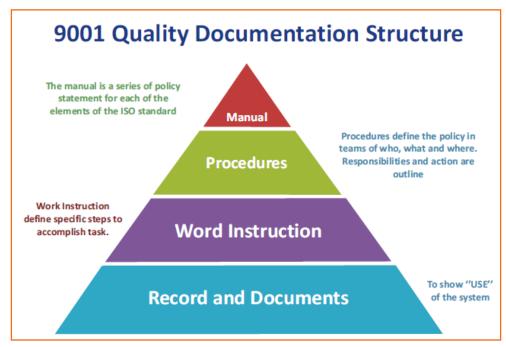


Fig 6.4.2 Manuals and Documentation

For a commercial vehicle driver 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 commercial vehicle driver 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 commercial vehicle drivers:

- 1. Vehicular Collision/Accident: A commercial vehicle driver 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 company or the line manage/supervisor.
- 2. Lifting: As a commercial vehicle driver 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 commercial vehicle driver, 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

Demonstratee



Process of risk assessment

RISK MANAGEMENT PROCESS

Establish the context

- Internal & external factors
- Objectives
- Appetite for risk

Risk Assessment

Risk Identification

- Describe the risk
- Find risk source or trigger
- Potential consequence

Risk Analysis

- Understand the risk
- Determine level of risk

Risk Evaluation

- Consider risk v appetite
- Determine acceptability

Risk Treatment

- ⊙ Treat
- Share
- Retain
- Avoid

Fig 6.4.3 Risk Management

Communication & Consultation

Monitor & Review

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	1 hour	Checklist
fire accident		

Do



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



- 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 6.5: Technical Knowledge

Unit Objectives



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

- 1. Explain the usage of relevant equipment and alarm systems to minimize danger.
- 2. 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



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



- 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.

6.5.1: Fire Extinguishers and Vehicle Security Systems

Resources to be Used



- Available objects such as whiteboard, marker pens, duster etc.
- Different types of fire extinguisher
- Participant Manual

Say



- 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:

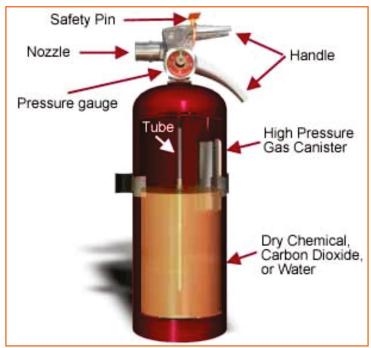


Fig 6.5.1 Parts of a Fire Extinguisher

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.



Fig 6.5.2 Method to Use a Fire Extinguisher

Tips



Tips for carrying a fire extinguisher in the car

- 1. 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.



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

Notes 📋 –			

6.5.2: 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 vehicle alarms are:

- 1. Passive Vehicle Alarms: This is a vehicle 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 vehicle is locked. When a person tries to touch the vehicle after activating the alarm, the alarm system will trigger a series of loud noises that will get the attention of people closest to the vehicle. 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 vehicle will not activate the car lock. The user will have to turn on the alarm manually when needed. This is useful for people using vehicle alarms only when needed. For example, a commercial vehicle driver won't need the alarm when parking it at the company or at the place of residence. Then the driver can leave the vehicle without activating the alarm.
- **3. Remote Start Vehicle Alarms:** An important function of a vehicle security system is to disable the ignition of a vehicle 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 vehicle. 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 vehicle 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.



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

6.5.3: Alternate Routes during Emergencies

Resources to be Used



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

Say



- The commercial vehicle driver can plan different routes when there is a natural calamity such as flood, an earthquake or a snowstorm/hailstorm.
- The first step for a commercial vehicle driver 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.



- 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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7. Employability & Entrepreneurship Skills

Unit 7.1 – Personal Strengths & Value Systems

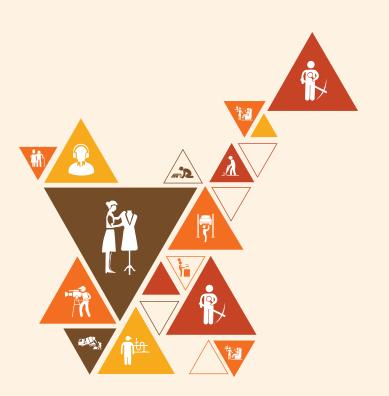
Unit 7.2 - Digital Literacy: A Recap

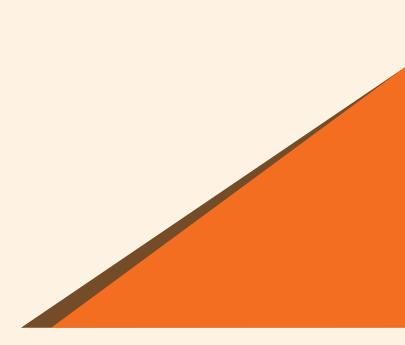
Unit 7.3 – Money Matters

Unit 7.4 – Preparing for Employment & Self Employment

Unit 7.5 – Understanding Entrepreneurship

Unit 7.6 – 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 7.1: Personal Strengths & Value Systems

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 7.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

Ask



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

Sav



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

Ask



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



- 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.



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

- Activity



Health Standard Checklist from the Participant Handbook.

Ask



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

Say



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

Do



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

Summarize |



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

Ask



Discuss:

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

Say



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

Activity 2



Health Standard Checklist: Hygiene

Say



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

Do



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

Ask



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

Summarize \ \(\beta \)



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

Ask



· What is a habit?

Say



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

Summarize |



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

UNIT 7.1.2: 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



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

Team Activity



Safety Hazards

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

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

Ask



How could you or your employees get hurt at work?

Say



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

Do



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

Say



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

Do



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

Ask



De-briefing

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

Summarize 🔎



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

UNIT 7.1.3: 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?



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

Say



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

Team Activity



Tower building

Each group which will create tower using the old newspapers.

Do



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

Ask



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

Say



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

Ask



· Is your attitude positive or negative?

Say



• Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask



• What did you learn from this story?

Activity



What Motivates You?

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

Do



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



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 7.1.4: Honesty & Work Ethics

Unit Objectives 6



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to 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 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. The presentation can be a
- 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.

- 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 \(\beta \)



- 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 7.1.5: Creativity and Innovation

Unit Objectives | @



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

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

Resources to be Used



- Participant Handbook
- Chart papers
- Marker pens

· Ask



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

Say



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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

- Ask |



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

Sav



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

Team Activity



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

Activity De-brief

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

Do



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

Summarize



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

Notes for Facilitation



• Source for stories on innovations:

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

UNIT 7.1.6: Time Management

- Unit Objectives 🏻 🎯



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

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

-Resources to be Used



Participant Handbook

Ask



Does this sound like you?

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

Example \



• Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask



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

Activity



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

Say



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

Ask



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

Say



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

Activity



Effective Time Management

This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
- Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- · What do these categories depict?
- Category 1: Urgent/Important
 - This category is for the highest priority tasks. They need to get done now.

• Category 2: Not Urgent/Important

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

Category 3: Urgent/Not Important

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

Category 4: Not Important and Not Urgent

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

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

1

3 4

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

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

1 2

3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do 🗸

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

Say



Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- Category 1: Urgent/Important
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- Category 2: Not Urgent/Important
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- Category 3: Urgent/Not Important
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- · Category 4: Not Important and Not Urgent
 - You also want to minimize the tasks that you have in this category.
 - These activities are just a distraction avoid them if possible.
 - You can simply ignore or cancel many of them.
 - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summarize



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

Notes for Facilitation



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

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

UNIT 7.1.7: Anger Management

-Unit Objectives 🏻 🎯



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?



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

Do



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

- Activity



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

Ask



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

Say



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

Do



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

Activity 2



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say



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

Do



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

Ask



De-brief questions:

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

Summarize | 🔎



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

- Notes for Facilitation



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

UNIT 7.1.8: Stress Management: What is stress?

Unit Objectives | @



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?

Sav



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

Ask



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

Say



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

Do



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

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask



De-brief questions:

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

Say



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

Do



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

Say



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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do



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

Scenario 5

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

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

Say



De-brief:

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

Summarize 📜

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

Notes for Facilitation



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

- Notes 📋	
Notes 🔳	



UNIT 7.2: 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

UNIT 7.2.1: 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

Sav



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

Explain



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

Ask



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

Say



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

Summarize |



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

Practical |

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

Do 🗸

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

UNIT 7.2.2: MS Office and Email: About MS Office

Unit Objectives | @



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

- Discuss the main applications of 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?



- 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?

Sav



- 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 7.2.3: E-Commerce

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



- Computer System with internet connection
- Participant Handbook

-Ask



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

Say



- Give a brief introduction of "What is E-commerce". Refer to the Participant Handbook.
- E- commerce emerged in the early 1990s, and its use has increased at 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?



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

Team Activity



E-commerce examples

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

Say



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

-Do



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

·Say



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

-Explain



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

Say



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

-Role Play



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

Ask



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

Say



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

Do



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

-Ask



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

Say



- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
 - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
 - With digital payment modes, you can pay from anywhere anytime.
 - Digital payments have less risk.

Summarize |



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

- Notes 📋	
Notes 🔳	



UNIT 7.3: Money Matters

Key Learning Outcomes



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

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

UNIT 7.3.1: Personal Finance – Why to Save?

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



Participant Handbook

Ask



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

-Example



Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask



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



- 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



· 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 7.3.2: Types of Bank Accounts, Opening a Bank Account

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



- Account opening sample forms
- Participant Handbook

Ask



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

-Example



• Let's look at the given example:

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

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

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

-Ask



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

Say



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

-Ask



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



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

Team Activity 💃



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

Activity De-brief

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

-Say



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

-Ask



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

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

-Summarize 🔎

Aadhaar No.

Annual Income No. of Dependents

MNREGA Job Card No. Occupation/Profession



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.

Sample Bank Account Openin	_	owing page for refer	effice. Ose it for the activity in the class.
Photograph			XXX Bank
	SAVING BANK AC	COUNT OPENING F	ORM
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

Pan No.

Detail of Assets	Owning Hou	se ·	Y/N	Owning Farm :		
	Y/N			Swining rainin		
	No. of Anima	ıls :		Any other :		
Existing Bank						
A/c. of family members /)	/ / N	If y	yes, No. of A/cs		
household						
Kisan Credit	Whether Elig	ible	Y/N			
Card	Willowich Eng	, ioic				
I request you to is						
account after 6 n needs subject to	nonths of oper the condition aft facility. I s	ning my that on	account for ly one mem	after satisfactory operation of my meeting my emergency/ family ber from the household will be ms and conditions stipulated by		
Declaration: I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank. Place:						
Date:				Signature / LTI of Applicant		
Nomination:						
I want to nomin	ate as under					
Name of	Relationship	Age	Date of	Person authorised in case to		
Nominee			Birth in	receive the amount of		
			case of	deposit on behalf of the		
			minor	nominee in the event of my		
				/minor(s) death.		
Place:						
Date:				Signature / LTI of Applicant		
Witness(es)*						
1		_				
2		_				

UNIT 7.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives



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

· Differentiate between fixed and variable costs

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

-Ask



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

Say



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

-Team Activity



Identify the type of cost

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

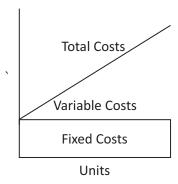
Do



- 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.



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



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

Team Activity



Fixed vs. Variable Costs

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

Activity De-brief

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

Do



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

-Summarize 📜



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

Notes for Facilitation



Answers for the activity - Identify the type of cost

Rent (Fixed) 1.

Telephone bill (Fixed) 2.

3. Electricity bill (Fixed)

Machinery (Fixed) 4.

Insurance (Fixed)

6. Office supplies/ Raw materials (Variable)

7. **Employee salaries** (Fixed)

Commission percentage given to sales person for every unit sold (Variable) 8.

Credit card fees (Variable)

10. Vendor bills (Variable)

UNIT 7.3.4: Investments, Insurance and Taxes

-Unit Objectives 🏻 🍪



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

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

-Resources to be Used



Participant Handbook

Ask



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

-Example



Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that 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.

-Sav



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

·Ask



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

Say



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



We will have a quiz today.

Team Activity 💃



The activity is a quiz.

·Do



- Divide the class into groups of three and give a name to each group
- 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 7.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



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

-Ask



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



- 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.

- 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.



- 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.



- 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			
Notes 📋			



UNIT 7.4: Preparing for Employment & Self Employment

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 7.4.1: 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?



- 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?



- 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 7.4.2: 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?

-Sav



- 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.



- 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 988XXXXXV01, and e-mail address is nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

Say



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

Do



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

Summarize \



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

Notes for Facilitation



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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

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

Professional strengths:

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

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 August 2010)
 - Responsible for cleanliness and maintenance of one floor in the hotel.
 - Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 7.4.3: Interview FAQs

-Unit Objectives 🏻 🎯



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

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

-Resources to be Used 🏻 🔗



Participant Handbook



- 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?



De-brief:

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

-Role Play 😴



Conduct a role play for the situation given.

Role Play - Situation 2

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

Say



De-brief:

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

-Role Play

Conduct a role play for the situation given.

Role Play - Situation 3

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

Say



De-brief:

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

Role Play 🥰

Conduct a role play for the situation given.

Role Play - Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - Do you seriously mean that?

Say



De-brief:

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

Role Play



Conduct a role play for the situation given.

Role Play - Situation 5

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

Say



De-brief:

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



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?

Sav



De-brief:

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

Role Play 🔽



Conduct a role play for the situation given.

Role Play – Situation 7

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

Say



De-brief:

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

-Explain



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

Do \

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



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 7.4.4: Work Readiness – Terms and Terminology

-Unit Objectives | 🎯



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

Identify basic workplace terminology

Resources to be Used 🎏



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

-Ask



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



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.



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

Ask



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

Say



• Let's now continue the activity.

Team Activity



Terms and Terminology

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

Part 2

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

Activity De-brief

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

-Do



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

Say



Let's go ahead with the activity.

Team Activity



Terms and Terminology

• The activity continues with the same group members.

Part 3

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

Activity De-brief

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



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

-Summarize 📜



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



UNIT 7.5: 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 7.5.1: 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

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

Bhavish Aggarwal

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

Bhavish Aggarwal

-Do



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

Ask



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

Say



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

·Summarize 📜



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

-Notes for Facilitation



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

UNIT 7.5.2: 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



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

-Say



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

·Ask



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



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

-Ask



· Do you consider yourself a team player?

Team Activity



Long Chain

• This is a group activity.



- 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.

Sav



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?

Sav



- 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 7.5.3: 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 1



Activity - Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask



De-brief questions:

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

Say



- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say



- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask



- How often do you hear these statements?
 - "You're not listening to me!"
 - "Why don't you let me finish what I'm saying?"
 - "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say



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

Do



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

-Activity 2



Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

-Ask



De-brief question:

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

Say



- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

-Activity 3



Elevator Pitch:

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

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

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

Do



- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: There was once a student who was looking for a job after graduation.

-Notes for Facilitation



- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. **Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. **Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. **Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. **Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.
 - 5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

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

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

Summarize



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

UNIT 7.5.4: Problem Solving & Negotiation Skills

Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business. Your goal will be to reach the finishing line after crossing these hurdles.

-Ask



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

Say



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

Team Activity



- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
- 1. Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
- 2. You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.
- 3. You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves etc. which may not work for your 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.



De-brief questions:

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

Ask



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



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

Ask



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



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

Summarize | 📜



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

- Activity



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

Do



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

Ask



- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say



• Discuss "What is Negotiation?" as given in the Participant Handbook.

Ask



 Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say



• Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say



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

-Role Play



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

Do



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

-Summarize



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

UNIT 7.5.5: 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

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

Opportunity

What trends may positively impact you?

What opportunities are available to you?

Weakness

What are your weaknesses?

What do your competitors do better than you?

Threat

Do you have solid financial support?

What trends may negatively impact you?

Do



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

-Ask



De-brief questions:

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

-Summarize 📜



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

UNIT 7.5.6: 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



- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

-Sav



- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

-Ask



- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

-Say



- Let's learn more about these domains by conducting an activity.
- You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity



Making a poster showing the entrepreneurship support eco-system.

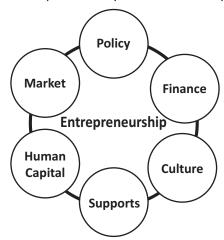
Do



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

Activity De-brief

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



-Ask



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

Say



Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity



Presentation on key schemes to promote entrepreneurs



- 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 7.5.7: Risk Appetite & Resilience

Unit Objectives | @



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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

Resources to be Used



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

Ask



- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

-Example | 💝



• Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.



- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the participants as given in the Participant Handbook.



Let's learn more about risk appetite and resilience with the help of an activity.

Team Activity



Risk Appetite

- This is a group activity.
 - In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
 - Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
 - Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity did he start his own company.
 - What types of risk did both of them take?
 - What risk factors, do you think, did they keep in mind before launching their company?
 - Write the Risk Appetite Statement of both the companies.

Activity De-brief

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask



- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

-Example



Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a 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.



- 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
 - 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?



- 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 7.5.8: Success and Failures

-Unit Objectives 🏻 🎯



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

Discuss how to deal with failure

Resources to be Used



Participant Handbook

-Ask



- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous 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.



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

Ask



- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?



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 7.6: 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 7.6.1: 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



- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example 🛜



Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say



- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity



Market Study

- · This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- · Based on our research would you go ahead and open a tuition centre?

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say



• By opening a tuition centre you are offering a service.

Ask



• What factors will you keep in mind before opening it?

Say



• Discuss "The 4Ps of Marketing" with the participants as given in the Participant Handbook.

Say



• Let's learn about the 4Ps of Marketing with the help of an activity.

Team Activity



4 Ps of Marketing

- This is a group activity.
- You have to sell a pen to four different segments:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class
 - 4. Upper end rich people (Niche market)

Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do



- Instruct the participants that this is group work.
- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 - 1. Rural villagers
 - 2. Rural middle class
 - 3. Urban middle class

- 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.



- 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 7.6.2: Business Entity Concepts

- Unit Objectives



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

Recall basic business terminology

-Resources to be Used



Participant Handbook

Say



- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity



The activity is a quiz.

Do



- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summarize | 📜



• Summarize the unit by discussing the key points.

Notes for Facilitation



QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

Valuation

6. You are buying a house. What type of transaction is it?

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

9. How will you calculate the cost of goods sold?

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

A = P(1 + rt); R = r * 100

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as

Depreciation

15. What are the two main types of capital?

Debt and Equity

UNIT 7.6.3: CRM & Networking

Unit Objectives | @



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

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

Resources to be Used |



Participant Handbook

Ask



- Can your business run without customers/buyers?
- Who is the most important entity in any business?



- 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?



- 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 | **2**



- 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 7.6.4: Business Plan: Why Set Goals?

Unit Objectives



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

- · Discuss the importance of setting goals
- · Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- · Discuss ways to manage your risk

Resources to be Used



- · Participant Handbook
- · Chart papers
- · Blank papers
- Marker pens
- Ruler

Ask



- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound'? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say



• Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask



• As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do



• Ask few participants to share their business ideas.

Ask



- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say



- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 - 1. Create a business idea
 - 2. Develop a business plan
- The group will discuss and come up with a new business idea and present their idea to the class.
- In the second part of the activity the group will develop a business plan for the business idea.
- The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN				
Executive Summary: What is your Mission Statement?				
Business Description: What is the nature of your business?				
Market Analysis: What is your target market?				
Organization and Management: What is your company's organizational structure?				
Service or Product Line: What is the lifecycle of your product/ service?				
Marketing and Sales: How will you advertise and sell your products?				
Funding Request: How much fund is required and from where?				

Say |



- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 - 1. Executive Summary
 - 2. Business Description
 - 3. Market Analysis
 - 4. Organization and Management
 - 5. Service or Product Line
 - 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say



- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do



- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say



- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize |



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

Notes for Facilitation



Keep the business plan format ready in a flipchart to display it during the activity.

UNIT 7.6.5: Procedures and Formalities for Bank Finance

Unit Objectives



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

Describe the procedure and formalities for applying for bank finance

Resources to be Used



- Participant Handbook
- Bank loan/finance form sample

Ask



• While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say



- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - 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

(in case of partnership firm)



- 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 guarter 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

16. Cash budget for the current year and next year in case of contractors and seasonal industries

UNIT 7.6.6: 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.

- 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 7.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

- Unit Objectives



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

• List the important questions that every entrepreneur should ask before starting an enterprise

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



• Why do you want to become an entrepreneur?

Say



- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do



- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions
 are covered and discussed.

Summarize



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

Notes 📋 -			
Totes			









8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I Training Delivery Plan

SI. No	Module Name	Session Name	Session Objectives	NOS Refer- ence	Methodology	Training Tools/ Aids	Dura- tion
1	Introduction	Icebreaker	 List various auto manufacturers Identify CMVR guidelines and RTOs requirements including pollution norms List different vehicles models and their technical features List job opportunities as Commercial Vehicle Driver List role and responsibilities of a Commercial Vehicle Driver 		Group Activity: Passing the Parcel	Whiteboard/ Markers, Computer	5 hours
2	Organisa- tion policies and proce- dures	Compliance to duty	 Report to duty on time as per the schedule. Plan daily and weekly route/ delivery schedule based on the given instructions. 	ASC/N9703 PC1, PC2, PC3, PC4, PC5, PC6,	Facilitator-led- discussion Videos	Log register, GPS system, MIS system	8 hrs
		Compliance to duty	 Report to duty on time as per the schedule. Plan daily and weekly route/ delivery schedule based on the given instructions. 	KA1, KA2, KA3 KB1 SA1, SA2,	Videos		8 hrs
		Log register	 List details need to fill in the log register for e.g. date, day, time, name, batch number, route to be travelled/ goods to be delivered etc. Demonstrate filling of log register properly. 	SA3, SA4, SA5, SA6, SA7, SA8, SA9			8 hrs
		Log register	 List details need to fill in the log register for e.g. date, day, time, name, batch number, route to be travelled/ goods to be delivered etc. Demonstrate filling of log register properly. 				8 hrs
		Duty Clo- sure	Demonstrate duty closure procedure and compliances on completion of the day.				8 hrs
		Duty Clo- sure	Demonstrate duty closure procedure and compliances on completion of the day.				8 hrs
		Reporting	Report about accidents; break downs etc. during the day to head office.				8 hrs
		Reporting	Report about accidents; break downs etc. during the day to head office.				4 hrs

3	3 Vehicle inspection	Vehicle road worthiness	 Describe vehicle road worthiness as per rule book of STUs, CMVR guidelines of RTO. Follow company's policies on vehicle road worthiness requirement. 	ASC/N9705 PC1, PC2, PC3, PC4, PC5, PC6, PC7	•	Facilitator- led- dis- cussion Skill Prac- tice (Activ-	•	Driving Simulator, vehicles with dual control	8 hrs
		Vehicle road worthiness	 Describe vehicle road worthiness as per rule book of STUs, CMVR guidelines of RTO. Follow company's policies on vehicle road worthiness requirement. 	KA1, KA2, KA3, KA4 SA1, SA2, SA3, SA4, SA5, SA6		ity)		for driving practices, aggregates cut sections for practical training,	8 hrs
		Vehicle service record	 Interpret information from vehicle service record about any history of technical de- fects in vehicle. Follow company's policies on vehicle road worthiness requirement. 			l .	driving training track, failed engine and chassis part Road	8 hrs	
		Vehicle service record	 Interpret information from vehicle service record about any history of technical de- fects in vehicle. Follow company's policies on vehicle road worthiness requirement. 				•	signage charts, tyre inflator and tyre lever spanner sets, screw driver set, air pressure gauge, eye testing apparatus, vernier calliper and micrometer. Complete set of tool box and	8 hrs
		Vehicle in- spection	 Record all deviations observed while carrying out technical checks or servicing like oil/filter change Follow company's policies on vehicle road worthiness requirement. 						8 hrs
		Vehicle in- spection	 Record all deviations observed while carrying out technical checks or servicing like oil/filter change Follow company's policies on vehicle road worthiness requirement. 						8 hrs
		Tools and equipment	 List tools and equipment required for doing vehicle technical check. Operate tools and equipment required for doing vehicle technical check. 						8 hrs
		Tools and equipment	 List tools and equipment required for doing vehicle technical check. Operate tools and equipment required for doing vehicle technical check. 						8 hrs
		Vehicle technical check	 Demonstrate basic technical checks of vehicle before the trip. Follow company's policies on vehicle road worthiness requirement. 				•		8 hrs
		Vehicle technical check	 Demonstrate basic technical checks of vehicle before the trip. Follow company's policies on vehicle road worthiness requirement. 					Equipment (PPE)	8 hrs

4	Vehicle re- pairing	Vehicle control systems	Identify Vehicle control systems	ASC/N9705 PC1, PC2,	•	Facilitator- led- dis- cussion	•	Driving Simulator,	8 hrs
		Vehicle control systems	Identify Vehicle control systems	PC3, PC4, PC5, PC6, PC7	•	Skill Prac- tice (Activ-		vehicles with dual control	8 hrs
		Vehicle technical standards	List technical standards of vehicle operation in terms of fuel system and other control systems in vehicle.	KA1, KA2, KA3, KA4 SA1, SA2, SA3, SA4,		ity)		for driving practices, aggregates cut sections	8 hrs
		Tools and equipment	 List tools and equipment required for doing vehicle diagnosis. Use tools and equipment required for doing vehicle diagnosis. 	SA5, SA6				training, driving training track, failed engine and chassis	8 hrs
		Vehicle in- spection	Identify defects in vehicle before operating.						8 hrs
		Vehicle in- spection	Identify defects in vehicle before operating.					part Road signage charts, tyre	8 hrs
		Vehicle repairing	Demonstrate repairing procedure of defects identified in vehicle.					inflator and tyre lever spanner sets, screw driver set, air pressure gauge, eye testing apparatus, vernier cal- liper and micrometer. Complete	8 hrs
		Vehicle re- pairing	Demonstrate repairing procedure of defects identified in vehicle.				driver set, air pressure gauge, eye testing apparatus, vernier cal- liper and micromete		8 hrs
		Vehicle diagnosis	Demonstrate diagnostic procedure of vehicle before the trip.						8 hrs
		Vehicle diagnosis and repairing	 Demonstrate diagnostic procedure of vehicle before the trip. Demonstrate minor/ emergency repair of the vehicle during the trip. 						8 hrs
		Vehicle repairing	Demonstrate minor/ emergency repair of the vehicle during the trip.					box and	8 hrs
		Defects escalation	Carryout escalation of defects identified in vehicle to the senior driver/ supervi- sor/ owner.				•	cessories such as air compres- sor with grease gun, box span- ner battery charger First aid box, Fire ex- tinguisher, Personal Productive Equipment (PPE)	7 hrs

				1	1					
5	5 Safe driving and route planning	Documents required during trip	 Carryout checks for road worthiness of the vehicle. List all papers including driving license and goods relevant to vehicle during trip. 	ASC/N9701 PC1, PC2, PC3 KA1, KA2,	•	Facilitator- led- dis- cussion Skill Prac- tice (Activ-	•	Driving Simulator, vehicles with dual	8 hrs	
		Parts and system of vechicle	Describe different parts and system of an automobiles, their specification, func- tions and working principles	obiles, their specification, func- working principles Il controls and systems of vehi- rly for manoeuvring the vehicle the brakes, accelerator and ontrol of the vehicle. he gauges, warning lights and swhen driving. ther drivers who require help nelp where needed. raffic and road conditions using	for drivin practices	for driving practices, aggregates	8 hrs			
		Vehicle control operation	Operate all controls and systems of vehi- cle properly for manoeuvring the vehicle safely.		nd systems of vehi- euvring the vehicle SA1, SA2, SA3, SA4, SA5, SA6, SA7 SECOMETRIC SA7 SB1, SB2, Evehicle. SB3, SB4, SB5, SB6, SA7 SB1, SB2, SB3, SB4, SB5, SB6, SB5, SB6, SA7 SB1, SB2, SB3, SB4, SB5, SB6, SB5, SB6,	fo tr	cut sections for practical training, driving	8 hrs		
		Vehicle system examination	 Examine the brakes, accelerator and steering control of the vehicle. Operate the gauges, warning lights and other aids when driving. 			training track, failed engine and chassis	8 hrs			
		Road wor- thiness check	 Support other drivers who require help and take help where needed. Analyse traffic and road conditions using radio links/ navigation aids if available. 		part Road signage charts, tyre inflator and tyre lever	signage charts, tyre inflator and	8 hrs			
		fic regulations such as correct signalling, speed and distance, signs and road markings etc. Practice good driving habits such as nonusage of mobile phones while driving.		spanner sets, screw driver set, air pressure gauge, eye testing apparatus.	8 hrs					
		Road safety rules and regulations	 Prioritize children, elderly and differently abled people for using roads. List rules, regulations and practices for handling general public issues. 			vernier ca liper and microme* • Complete set of too box and other ac- cessories such as a compres- sor with grease gu box span ner batte charger • First aid box, Fire tinguishe Personal Productiv	apparatus vernier cal liper and micromete • Complete set of tool box and other ac- cessories such as air compres- sor with grease gur box span- ner batter charger • First aid box, Fire e tinguisher Personal Productive	liper and micromete Complete set of tool box and other accessories such as air compressor with grease gur box spanner battery charger First aid box, Fire extinguisher, Personal	vernier cal- liper and micrometer. Complete set of tool box and other ac- cessories such as air compres- sor with grease gun, box span- ner battery charger First aid box, Fire ex- tinguisher,	7 hrs

6	Team work	Communi- cation skills	Demonstrate effective ways of interaction and communication at work place.	ASC/N0002 PC1, PC2,	•	Facilitator- led- dis- cussion	Case studies	8 hrs
		Verbal and non-verbal communica- tion	Describe all forms of verbal and non- verbal methods to communication.	PC3, PC4, PC5, PC6, PC7, PC8, PC9	•	Skill Practice (Activity)		8 hrs
		Listening skills Describe listening skills Demonstrate effective listening skills KA3, KB4, KB5 KB1, KB2 Team work Describe characteristics of team work. Describe advantages of team work SA3, SA4 SB1, SA2, SA3, SA4 SB1, SB2,	KA3, KB4, KB5				8 hrs	
			SA3, SA4				8 hrs	
		Work- place eti- quettes	Describe workplace etiquettes.Demonstrate workplace etiquettes.	SB3, SB4, SB5, SB6				8 hrs
		Grooming skills	 Describe workplace grooming practices Demonstrate grooming skills applicable to work place. 					8 hrs
		Resource utilization	Demonstrate appropriate usage of re- sources and material at workplace			7 hrs		
7.	Health and Safety	Hazards	 Identify various types of hazards at work- place Demonstrate best practices to remove potential hazards at the workplace and prevent accidents 	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC 11,PC12, PC13, PC14 KA1, KA2, KA3, KA4 KB1, KB2	•	Facilitator- led- dis- cussion Skill Prac- tice (Activ-	Fire extinguisher, First aid kit, and disposal of hazardous items and parts	8 hrs
		Hazards	 Identify various types of hazards at work- place Demonstrate best practices to remove potential hazards at the workplace and prevent accidents 			ity	to provide an overview	8 hrs
		Safe work- ing prac- tices • List activities to maintain safe and secure workplace SA1, SA SA3	SA1, SA2,				8 hrs	
		Emergency procedures	 Describe appropriate strategies to deal with emergencies and accidents such as fires and natural calamities at the work- place. 	- SB1, SB2, SB3, SB4				8 hrs
		First-aid	Demonstrate first-aid practices					8 hrs
		Fire fighting	Demonstrate usage of fire-fighting equip- ment available at work place					8 hrs
		Program closure	Summarize the program output					2 hrs

Annexure II Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	Commercial Vehicle Driver
Qualification Pack	ASC/Q9703, v1.0
Sector Skill Council	Automotive

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

					Marks All	ocation
Assessment outcome	Asses	sment criteria (PC)	Total Marks	Out Of	Theory	Skills Practical
(NOS Code and Description)						
ASC/N9703 Assess and ensure road worthiness of the vehicle	PC1.	report to duty on time as per the schedule	100	15	5	10

	v	collect information on daily and weekly route/ delivery schedule and special instructions if any		17	5	12
	r	ill details in the log register; for e.g. date, day, time, name, batch number, route to be travelled/goods to be delivered etc.		17	5	12
	p	compliance to duty closure procedure on completion of esponsibilities for the day		17	5	12
	þ	deposit passenger's personal property/goods delievry note if any		17	5	12
	a b a	nform about accidents, break downs etc. during the day if any and also about any altercation between driver/conductor/assistant and passengers/public / officials		17	5	12
			Total	100	30	70
ASC/N9705 Drive safely and efficiently on the assigned route including long distance trips	le	check that the vehicle meets basic egal and compliance related equirements as per: The organization guidelines e.g. rule books of STUs CMVR guidelines from MoRTH and other guidelines issued by Road Transport Authorities like RTO Any other safety, security and environmental guidelines	100	11	3	8
	i t r	check vehicle service record ndicative of any history of echnical defects or immediate need for servicing like oil/filter change		12	4	8
		ecord all deviations observed while carrying out PC1 and PC2		17	5	12
		ecord any other deviations observed during the trip		17	5	12
	t	Supervise and ensure all basic echnical checks have been carried out as per standard organization check list/procedure		17	5	12

	PC6. report actual or possible defects to the senior driver or service supervisor in enough detail so they can diagnose the problem PC7. in consultation with superiors		13	4	9
	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/N9701 Coordinate with depot/ branch office	 PC1. conform to standard driving practices covering such as confirm all checks have been carried out for road worthiness of the vehicle confirm all papers and documents including driving license, vehicle documents and documents related to goods etc are available start the vehicle and before moving re confirm all gauges are functioning after starting but within few meters of moving to check the brakes change gear smoothly and in good time; coordinate the change of gears with steering control and acceleration use the accelerator, steering control and brakes correctly to regulate speed and bring the vehicle to a stop safely 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 use the windows, wipers, demisters and climate and ventilation controls so that you can see clearly monitor and respond correctly to gauges, warning lights and other aids when driving 	100	37	12	25

		T	
 in case of any malfunctioning or breakdown, to immediately attend to the problem by: 			
o stopping the vehicle at a safe place			
o carrying out a quick diagnostic check			
 carrying out minor adjustments or temporary repairs if possible 			
o asking for help in case of major problems by accurately reporting the exact nature of problem so that adequate help is made available			
 at all times while driving to practice good driving habits of gear change, acceleration and braking to ensure obtaining maximum fuel efficiency 			
PC2. conform to state specific traffic regulations such as			
 change lanes safely at appropriate speed and observing traffic conditions 			
 overtake other road users legally, safely and by using correct signaling 			
 at all times observe the speed and distance in relation to vehicles ahead, behind and on the sides and maintain a safe distance from other vehicles 	37	12	25
 signal your intentions correctly to other road users within a safe, systematic routine 			
 respond appropriately to all permanent and temporary traffic signals, signs and road markings as well as hand signals of traffic policeman 			

		 use indicators and arm signals to signal intentions as per the traffic requirements Use the parking light when stationary, where needed select a safe, legal and convenient place to stop; secure the vehicle safely on gradients using hand brakes and wheel choke check for oncoming cyclists, pedestrians and other traffic before opening your door remain calm and composed during difficult situations like traffic jam, accidents and strictly avoid any feud with fellow commuters and other public 				
	PC3.	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		26	6	20
			Total	100	30	70
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)		7	2	5
	PC2.	work with colleagues to integrate work	100	9	3	6
	PC3.	pass on information to colleagues in line with organisational requirements both through verbal as well as non-verbal means		13	4	9
	PC4.	work in ways that show respect for colleagues		14	4	10
	PC5.	carry out commitments made to colleagues		14	4	10
	PC6.	let colleagues know in good time if cannot carry out commitments, explaining the reasons		14	4	10
	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		9	3	6
	PC9.	ability to share resources with other members as per priority of tasks		7	2	5
			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	100	7	2	5
	PC5.	escalate issues related to cleanliness and hygiene issues to concern department		7	2	5
	PC6.	escalate issues related to hazardous material (if not reported in case of goods transport) to concerned authority – internal and external		8	3	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
	PC8.	follow instructions or guidelines for limiting danger or damage		7	2	5
	PC9.	escalate the issue immediately e.g. to police control room if you cannot deal effectively with the danger		7	2	5
	PC10.	give clear information or instructions to others to allow them to take appropriate action		7	2	5
	PC11.	record and report details of the danger in line with operator guidelines/manual		7	2	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
	PC13.	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	2	5

	norms	Total	100	30	70
Po	PC14 get the waste from routine cleaning, changed spare parts etc. disposed off as per environmental		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.

— Notes			
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