







Facilitator Guide







Sector

Agriculture and Allied

Sub-Sector

Agriculture Crop Production

Occupation

Farm Management

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Skilling is building a better India.

If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi Prime Minister of India



Acknowledgements

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

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

About this Guide

This Facilitator Guide is intended to empower the trainer for preparing the Organic Grower as per its Qualification Pack (QP). Every National Occupational (NOS) is spread over unit/s. The National Occupational Standards indicate the measures of execution an individual must accomplish when doing a capacity in the work environment, together with the information and comprehension he/she has to meet that standard reliably. This guide will facilitate the trainer to build the capacity and skill of trainee to utilize organic resources and improve livelihood. Trainee should likewise have the capacity to exhibit abilities to utilize different resources in the organic farming. The trainer will be able to guide and prepare students in the following abilities:

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

With the help of this guide, trainer will be able to use various process and methods to skill Organic Grower in cultivation of organic crops as per recommended package of practices. He /She will be able to demonstrate organic approaches like cattle integration, on-farm input generation, biomass recycling, natural resource use optimization and sell the organic produce. The Guide additionally incorporates practical demonstrations through field visit for the students where they will watch the method/operations and administrations of the Organic Grower. Chapters are prepared to build up the expert abilities like – choices making, systematic and basic considering. We hope trainer will be able to impart his/her knowledge with help of this guide to make this program a success and up-skill the workers to the recommended standards.

Symbols Used



Exercise



Notes



Objectives



Do



Ask



Explain



Elaborate



Activity







Team Activity Facilitation Notes Learning Outcomes





Role Play



Example



Field Visit









Practical

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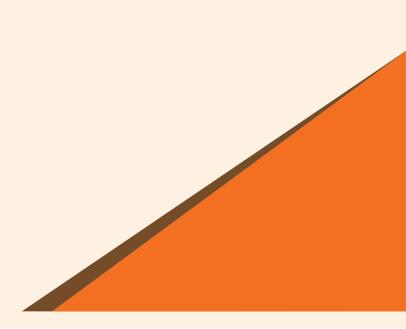


1. Introduction

Unit 1.1 - Introduction to Organic Farming

Unit 1.2 - Importance of Organic Farming





Key Learning Outcomes 🕎



After the completion of this module, the participant will be able to:

- 1. Explain the role of organic grower
- 2. Describe scope and opportunities in organic farming
- 3. Describe need of organic farming in India

UNIT 1.1: Introduction to Organic Farming

-Unit Objectives |@|



After the completion of this unit, the participant will be able to:

1. Explain the concept and scope of organic farming





This chapter describes about organic farming with the set of activities to accomplish the job role **Explain:**

- What is organic farming?
- Why organic farming?
- What are the components of organic farming?
- Concept of organic farming?
- Characteristics of organic farming?
- Importance and problems of organic farming?
- The parameters/suitable criteria required for organic farming?
- What is quality assurance and organic certification?
- The organizations involved in the promotion and certification?

States	Goal of Organic Practices
Andhra Pradesh, Tamil	As low cost alternative farming to avoid high cost input oriented
Nadu, Karnataka,	farming responsible for the debt trap and suicide by farmers
Maharashtra	
Parts of MP, Orissa,	Focused in Tribal dominated area of securing livelihood on small rain-
Chattisgarh, Jharkhand,	fed and economic security/access to market
Rajasthan	
Punjab & Haryana	As an alternative to improve the soil health & fertility of already
	deteriorated soil
Hill States	Securing livelihoods on small rain-fed farms, for economic security and
	access to market
Karala	Adopting export Agribusiness development route as most of organic
	spices are exported.

Table 1.1.1. States wise organic farming practices status

Skill activities of organic farmer

- · Identify the existing farming system
- Transition to organic farming
- Selection of crop
- Pre Cultivation practices
- Cultivation
- Post cultivation practices
- Soil health maintenance
- Record keeping
- Preparation of crop calendar

Knowledge and skills required

- Able to differentiate chemical fertilizers and bio fertilizers
- Knowledge of Soil health management
- Knowledgeable in crop raising with organic manures
- Ability to motivate employees (if any)
- Ability to communicate
- Knowledge of cultivation, harvesting and marketing of produce
- Knowledge of record keeping and maintenance



- Provide exercise for identification of organic manures and fertilizers
- Provide exercise to get the details of global production and organic farming and contribution of India in the total production

-Notes for Facilitation |



- · Explain different management responsibilities of organic farming
- Hands on training is necessary

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UNIT 1.2: Importance of Organic Farming

-Unit Objectives | 🎯



After the completion of this unit, the participant will be able to:

- 1. Explain the importance of organic farming
- 2. Explain the status of organic farming

Resources to be Used 🚭



· White board, marker, pen, note pad, participant handbook, related power point presentation

Ask



- If the participants are aware about benefits of organic farming.
- If they are aware that organic farming helps in improving soil fertility and more profitable.
- If any one in their village or nearby area is practicing organic farming and his/ her productivity status or annual income over the chemical fertilization.

Explain



- Refer to the section 1.2.1 of Participant handbook and explain:
- Importance of organic farming in improving soil health and reduce soil deterioration
 - ✓ It can be done in degraded lands
 - √ It improves water use efficiency
- · Also discuss the reasons for non-adoptability at large scale which includes minimum 3-year land transition time, easy accessibility to chemical fertilizers at subsidized rates, lack of awareness about good agricultural practices for organic farming.



- · Prepare charts or arrange for visuals graphics to showcase the status of Organic farming in India and at global level.
- · Different crop category wise status like food grain crops, medicinal and aromatic plants, fruits and vegetables in terms of their organic cultivation can also be shared with participants.
- Tell the participants to identify the types of soils and irrigation facility in their areas. Also Ask them to share most common crop grown in their area and hurdles faced during their cultivation practices. Try to relate this with benefits of organic farming in terms of soil health and product quality improvisation.

-Elaborate



Different options of Organic farming and discuss with the help of participant handbook. The options are:

- Pure Organic farming
- Integrated green revolution farming
- Integrated farming systems

-Notes for Facilitation 🗐



- Always try to impart examples through successful case studies
- Engage participants to share their experiences or knowledge about organic farming
- Arrange a session with the successful organic entrepreneur to share his practical experiences for motivating the candidates.

-Notes		











2. Organic Farming Planning

Unit 2.1 - Plan for Organic Farming

Unit 2.2 - Factors Affecting Crop Selection



AGR/N1201

Key Learning Outcomes 🕎



After the completion of this module, the participant will be able to:

- 1. Explain selection of the crop for farming
- 2. Describe the need of safe farming practices
- ${\bf 3. \ Demonstrate \, to \, practice \, the \, safe \, farming \, practices}$

UNIT 2.1: Plan for Organic Farming

-Unit Objectives 🤎



After the completion of this unit, the participant will be able to:

- 1. Make a plan for organic farming
- 2. Explain the requirements for organic farming

Say



• This chapter describes the importance of planning for cultivation of crops under organic practices

Parameters to be considered for planning

- Type of soil in the land
- Selection of crop
- · Selection of variety
- Rainfall in the region
- Water requirements
- Calendar for organic manure application
- Usage of Natural pesticides and their dosage
- Crop rotation
- Multi cropping practices
- Time of harvesting
- Post harvest management
- Adulteration
- Costs and revenue

Trainer needs to explain all these above mentioned parameters to participants.

-Activity



- Plan visit to a farm
- Understand the type of safe farming required in the area
- Select the crops for the local condition
- Select crop variety which is suitable for local condition
- Select the irrigation type and method
- Select organic manures to be used and dosage for the selected crop
- Select organic pesticides and dosage and frequency
- Select crop for rotation
- Select crop for multi cropping
- · Ensure time of harvesting
- Demonstrate post harvesting crop care
- Create a crop calendar / plan

Knowledge and skills required

- Able to understand the local geographical and climatic condition for crop growing
- Knowledge of factors affecting crop selection
- Knowledge of Soil, able to identify soil type
- Knowledge of crop rotation, multi cropping
- Knowledge of different types of farming in organic farming practice
- Knowledgeable in crop raising with organic manures
- Ability to motivate employees (if any)
- Ability to communicate
- Knowledge of cultivation, harvesting and marketing of produce

S.No.	Main Crop	Crop rotations	Inter cropping
1	Cotton	Cotton – Gram	Cotton + Soyabean
		Cotton – Wheat	Cotton + Urad/ Moong
		Cotton - Potato	
2	Paddy	Paddy – potato – soybean	
		Paddy – gram	
		Paddy – wheat – green gram	
		Paddy - berseem	
3	Sugarcane	Maize – sugarcane	Sugarcane + Methi/
		Wheat – Maize (2 nd Year)	Pea/lentil+ Wheat
		Maize – Wheat – Sugarcane	
		rotation (3 rd Year)	
4	Maize / millets	Maize/ millets – Wheat - Moong	Maize/ Millets+
			Soybean/ Moong/
			Urad/ Arhar
5	Gram	Paddy – Gram - Moong	Gram + Mustard
6	Pea	Paddy - Pea	Pea + maize/ Millets
7	Ground nut	Maize – Moong – Gram	
		Moong – Ground nut - Wheat	
8	Potato	Paddy – Potato	
		Maize – Potato - Tomato	
9	Tomato	Maize – Cabbage – Tomato	Cauliflower
		Maize – Cauliflower - Okra	Tomato + Chilli
			Tomato + Cauliflower
10	Okra	Dhaincha (Sesbania) – Potato - Okra	Okra + Redish
			Okra + Pumpkin

Table 2.1.1. Crop rotations and intercropping practices used in different parts of India

Do 🗸

- Provide exercise of creating a crop calendar or planning
- Provide exercise to get the details of crop rotation and multi cropping in organic farming practices

-Notes for Facilitation 🗐



• A chart can be provided where suitable crop is mentioned for different types of soil and climatic conditions

-Notes 📋	
Notes	
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UNIT 2.2: Factors Affecting Crop Selection

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- 1. Explain the different types of factors which influence crop selection
- 2. Explain the importance of crop selection in organic farm planning

Resources to be Used &



· Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

Explain



Various physical and ecological factors affecting selection of crop viz;

- ✓ Rainfall pattern
- ✓ Topography
- ✓ Climate tropical/subtropical/temperate etc.
- Based on the agro-climatic factors and patterns, help the candidates in selection of crops.
- · Also provide them knowledge to maintain crop diversity in organic farm with either combination of different crops in a particular time or for crop rotation.

Elaborate



- Number of crops in each field. Tell the participants that each field could have at least 2-4 types of crops with one of them essentially as legume crop.
- In case if only one crop is taken in one plot, then adjacent plots should have different crops.
- Follow 3-4 year rotational plan.



- Prepare presentation or charts to show some of the ideal and most common intercropping or crop rotations. Take the help of participant handbook.
- Discuss the terms and other natural /organic farming practices with visual example such as:
 - ✓ Contours
 - ✓ Cover crops
 - ✓ Mulching
 - ✓ Green manuring
 - ✓ Bio fertilizers (N-fixing and P-fixing)

-Notes for Facilitation |



- Engage the participants by adopting participatory learning approach
- Ask the participants to share the crop rotation and other conventional farming practices they use
- Arrange for relevant audio- visuals for reference.

Exercise 📝



Key Solutions to PHB Exercises

- 1. Factors a to be considered during the Organic farm planning
 - Physical and ecological factors-soils, topography, climate
 - Site selection
 - Crop selection and crop diversification including crop rotation, intercropping
 - dImplementation of green manuring and mulching practices
 - Insect pest and disease management
 - Marketability

-Notes	 		











3. Seed Selection and Treatment Under Organic Farming

Unit 3.1 - Seed Selection & treatment





Key Learning Outcomes 🕎



After the completion of this module, the participant will be able to:

- 1. Explain how to select the crop
- 2. Explain the process to select seed variety based on the climate change resilient parameters and genetic traits
- 3. Demonstrate seed treatment

UNIT 3.1: Seed Selection & Treatment

-Unit Objectives | 🎯 |



After the completion of this unit, the participant will be able to:

- 1. Select crop and companion crop
- 2. Select suitable seed variety
- 3. Perform seed treatment

Sav



- This chapter describes the seed selection and seed treatment under organic conditions
 - ✓ Selection method of crop / seed
 - √ Factors to be considered while selecting a seed
 - ✓ Selection of seed variety
 - ✓ Define and explain disease and pest resistance in crop varieties
 - ✓ What is seed treatment?
 - ✓ Importance of seed treatment
 - ✓ Inputs required for seed treatment
 - ✓ Method of seed treatment under organic farming conditions

-Activity 🎏



- · Seed Selection
- Variety selection considering all the cultivation parameters
- · Identify the inputs required for seed treatment
- Prepare bio inputs for seed treatment in farm: Bijamruth

Knowledge and skills required

- Various seed treatment inputs available for organic farming and their benefits
- · Methodology for preparation of inputs
- · Quantity of process of applying seed treatment
- Various characteristics of seed with their suitability to the location
- · Resistance varieties to pests and diseases
- · Methodology of seed treatment
- Ability to motivate employees (if any)
- · Ability to communicate



- Provide exercise of list out the inputs required for the preparation of bio inputs
- Provide exercise to prepare Bijamruth and treat the seed

-Notes for Facilitation



- A table can be provided where the method of preparation of bio inputs is mentioned.
- Method of seed treatment details can be given in a pictorial form.

Exercise 🔀



Key Solutions to PHB Exercises

Selection criteria for growing Chilli

• Chilli requires a warm and humid climate for its best growth and dry weather during maturity of fruits. The ideal temperature for chilli ranges from 20-25°C.

Seed Treatment:

• Suspend 200 gm N biofertilizer and 200 gm Phosphotika in 300-400 ml of water and mix thoroughly. Mix this paste with 10 kg seeds & dry in shade. Sow the seeds immediately.

Seedlings root dip:

• 1 kg each of two bio fertilizers is mixed in sufficient quantity of water. Dip the roots of seedlings in this suspension for 30-40 min before transplanting.

-Notes			











4. Soil Nutrient Management Under Organic Farming

Unit 4.1 - Soil Nutrient Management in Organic Farming





Key Learning Outcomes 🕎



After the completion of this module, the participant will be able to:

- 1. Explain the concept of soil nutrient management under organic farming
- 2. Explain the soil activation and soil enhancement procedure

UNIT 4.1: Soil Nutrient Management in Organic Farming

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- 1. Explain concept of soil nutrient management
- 2. Explain soil activation and soil enhancement



This chapter describes the soil nutrient and enhancement under organic farming conditions

- · What is soil health?
- What is soil nutrient?
- What are micro and macro nutrients?
- What are the nutrients required to enhance the soil health?
- What the essential nutrients required for the selected crop?
- What will be the effect of nutrient deficiency?
- · What is soil microbe?
- How do they play major role in soil nutrient?
- How to give a boost to soil microbial activity?
- · About green manure crops, farm yard manure and biomass
- · How vermicompost and vermiwash are helpful
- About various biofertilizers and bio pesticides available like sanjivak, Jivamruth, Amritpani etc.

Activity 💯



- Collection of soil sample
- ✓ Soil testing
- ✓ Soil nutrient analysis
- ✓ Preparation of nutrient package based on analyses
- ✓ Application of Bio fertilizers
- ✓ Evaluation of result

Knowledge and skills required

- · Soil nutrients and soil health
- · Types of inputs needed in what quantity at different crop stages
- Soil nutrients enhancement methods in organic condition
- · Effects of soil nutrient enhancement
- Soil microbe activating inputs
- · Green manuring and biomass
- Nutrient package required for the selected crop
- Ability to motivate employees (if any)
- · Ability to communicate

- Provide exercise of soil sample collection, soil testing and analyze the report
- Provide exercise to make a nutrient package for the crop considering the soil testing report

-Notes for Facilitation



• A chart can be given with nutrients required for the crop

- Notes 📋
Notes E











5. Weed Control Under Organic Farming

Unit 5.1 - Weed Management in Organic Farming





Key Learning Outcomes 👸



After the completion of this module, the participant will be able to:

- 1. Explain weed biology
- 2. Describe crop rotation and alteration in planing dates to disrupt weed life cycles
- 3. Compare competitive crop production with sound agronomic practices
- 4. Demonstrate use mulches and cover crops to help suppress weeds
- 5. Explain importance of timely tillage and cultivation for weed control

UNIT 5.1: Weed Management in Organic Farming

-Unit Objectives 🦁



After the completion of this unit, the participant will be able to:

- 1. Explain weed biology
- 2. Follow crop rotation and alter planting dates to disrupt weed life cycle
- 3. Apply sound agronomic practices
- 4. Use mulches and cover crop for weed suppression
- 5. Practice timely tillage practices



This chapter describes the weed management under organic conditions.

- · What is weed?
- Weed biology
- · Advantages and disadvantages of weed in crop cultivation
- Types of weed
- What is weed control? Can weed be eradicated permanently?
- · Method of weed removal
- · Frequency of weeding
- Usage of bio weedicides/ herbicides
- Dosage of use of bio weedicides/ herbicides
- Agronomic practices to be carried to avoid weeds
- What is mulching?
- · Use of mulching

Weed Species	50% Reduction	99% Reduction
Comon Lambsquarter	12	78
(Chenopodium album)		
Field Pennycress	6	38
(Thlaspi arvense)		
Glant Foxtail	>1	5
(Setaria faberi)		
Prostrate knotweed	4	30
(Polygonum aviculare)		
Yellow Foxtail	5	30
(Setaria glauca)		

Table 5.1.1. Years required for reduction of weed seed bank

Knowledge and skills required

- Various types of weed
- Weed life cycle
- Characteristics of weed
- Methods of weed management
- Mulching
- Use of bio herbicides

- Advantages and disadvantages of different types of weeding methods
- Critical stage of weed control
- Mechanized wee control and tools & equipments required
- Plan and organize weeding schedules
- Frequency of weeding in a crop calendar
- · Monitor and maintain the material and equipment required for weeding
- Ability to motivate employees (if any)
- Ability to communicate



- · Provide exercise to visit farm or field
- · Collection of different types of weed
- Suggestion for application of weed management
- Provide exercise to make a weed management calendar

-Notes for Facilitation 🗐



• Types of weeds and bio herbicides list can be provided

Exercise



Key Solutions to PHB Exercises

- 1. Weed management Practices:
- Know about your weed-monocot or dicot, annual, biennial, perennial etc.
- Follow crop rotation Design your rotation to Optimize Weed Suppression
- Use appropriate weeding tools
- Weed Management practices during Transition:
- Organic vegetables are often established on old hay fields or pastures.
- These fields may have severe infestations of perennial weeds and dense seed banks of annuals.
- Avoid planting vegetables the first year.
- Start with a cover crop.
- Till in the cover crop before perennials get large or annuals go to seed and repeat at 4- to 6-week intervals all summer.

Notes













6. Irrigation Management Under Organic Farming

Unit 6.1 - Irrigation Management in Organic Farming





Key Learning Outcomes 👸



- 1. Demonstrate how to identify characteristics of good irrigation system
- 2. Explain how to adopt the micro irrigation techniques
- 3. Explain to identify the tools/equipments required for micro irrigation

UNIT 6.1: Irrigation Management in Organic Farming

-Unit Objectives $|rac{@}{}|$

After the completion of this unit, the participant will be able to:

- 1. Identify character of irrigation system
- 2. Adopt the mirco irrigation techniques

Say



- This chapter describes the irrigation practices need to be done at the field considering the organic farming conditions
- ✓ What is irrigation?
- ✓ Importance of irrigation?
- ✓ Different types of irrigation systems?
- ✓ Water requirement for the selected crop
- ✓ Water requirement at different stages of crop cultivation
- ✓ Suitable irrigation system / method
- ✓ Cost included in the installation of irrigation systems
- ✓ Tools and equipments required for micro irrigation system
- ✓ Optimum moisture level to be maintained

Knowledge and skills required

- · Soil type
- Climatic condition
- Timing and method irrigation
- Water requirement for the crop
- Crop life cycle
- Types of irrigation system
- Tools and equipments of irrigation system
- · Advantages and disadvantages of irrigation system
- Plan and organize irrigation
- Frequency of irrigation in a crop calendar
- Monitor and maintain the material and equipment required for irrigation
- Ability to communicate

Do 🗸

- Provide exercise to visit a farm or field
- Analyse the crop cultivation practices
- Ask to recommend the suitable irrigation practices
- Ask to make a irrigation chart for the crop

-Notes for Facilitation 🗐



• Information on water requirement for the different crops can be provided

Exercise



Key Solutions to PHB Exercises

1. Efficient Irrigation technique in organic farming:

Use of different efficient Irrigation techniques depend on the type of farm/land size and crops grown. Hence like other farms, different irrigation techniques that can be used in organic farming are:

- **Drip irrigation:** This type of system delivers water to the roots of crops via low-pressure pumps at ground level or below the surface of the soil.
- Surface irrigation: This method uses gravity to move water across the land downhill, without the need for a pump.
- Center-pivot irrigation: In this type of irrigation system, which requires a pump, the water flows from a series of sprinklers located on towers with wheels. This type of irrigation is common on flat, large farms, and can irrigate a 130-acre area.
- Manual irrigation: In this method, which is only practical for very small farms/plots, workers move the water manually to the fields.

-Notes =	











7. Integrated Pest and Disease Management Under Organic Farming

Unit 7.1 - Eco Growing

Unit 7.2 - Pest and Disease Management





Key Learning Outcomes 🕎



- 1. Explain about the crop infestation
- 2. Explain the symptoms of disease incidence in crop
- 3. Describe the stages of pest incidence
- 4. Demonstrate the use of suitable varieties

UNIT 7.1: Eco Growing

-Unit Objectives 🏻 🎯



After the completion of this unit, the participant will be able to:

- 1. Explain the advantages of eco growing
- 2. Explain what organic farming discourages

Say



Organic farming has various ecological benefits.

· It discourages uses of pesticides and chemicals which have harrmful residual effect on the soil and environment

Explain



- The environmental benefits of organic farming which include:
 - ✓ Healthy and fertile soil
 - ✓ Erosion prevention
 - ✓ Water conservation
 - ✓ Mitigation of global warming

Ask (ask)



- · Whether Organic farming can reduce the requirement of irrigation?
- If they know about the term global warming? If answer is no, explain them.



• Use posters power point presentation and appropriate visuals to discuss these eco friendly points of organic farming.

Exercise



Key Solutions to PHB Exercises

- 1. Organic farming discourages:
 - Soil erosion
 - Water wastage
 - Algal blooms
 - Global warming

-Notes 📋	
Notes 🗐	
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UNIT 7.2: Pest and Disease in Organic Farming

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- 1. Identify various pest and diseases in organic farming
- 2. Decide various measure to be taken to control them

Say



Various organisms which affect the crop are commonly called as pests.

Pests include:

- Insects (which affect the crop)
- Disease causing organisms like fungi bacteria, viruses etc.
- Other organisms like nematodes

Explain



• The attack by the insects or diseases is mainly influenced by nature of fungi, bacteria, viruses, inoculums available in the soil and depends upon conducive weather conditions for their growth.



- Whether Rodents / rats which affect the crop can be taken as a pest?
- If the answer is 'Yes' Confirm it to the trainees.

-Elaborate



It is essential to understand the plant parts which the pest attack so as to decide the control measures:

- Foliage pests affect the vegetative part like leaves.
- Pests that attack or bore the stem root etc. (stem borer and shoot borer)
- Pests which attack the ear head, pods etc. (pod borer)
- Storage pests which appear on/in the seed grain.

Based on the nature of the plant part the pest attack and the nature of feeding, this control measures are decided.

Say



Like the insect pests, diseases also attack various plant parts:

- Foliage disease, leaf spot, blast, bacterial leaf blight
- Stem disease blast
- Root rot root rot of ground nut.
- Wilt disease wilting of the plant due to blocking of xylem vessel wilting of red gram (arhar)
- damping off damping off tobacco (normally occurs in seedling stage)
- Certain other diseases deform the plant part it attacks (Smut- in sorghum grains are converted into smut ball, downey mildew in bajra, floral parts are converted into leaf like structure)
- Certain viral and nematodes deform the whole plant affected by them (Tomato leaf curl virus disease, leaf changed to curled structure)

Explain



- Diseases are spread through various means.
- The fruiting bodies are carried by wind (wind borne) Cercospora leaf spot in paddy.
- Carried by the seed obtained from the affected plant seed borne (Karnal bunt in wheat)
- Spores remain in the soil and germinate and spread the disease soil borne (False smut in paddy)
- Some disease are pread by vectors (Bhindi yellow vein mosaic, transmitted by white fly)
- Both the pest and diseases are influenced by the climatic conditions at the crops growth stage.

Say



Various major climatic factors are:

- Rain fall
- Heavy fog
- High humidity
- Water stagnation in the fields.
- Cloudy weather alternated with light shower.
- Pest and disease control aims to control the agents which cause damage to crop.
- Economic injury level beyond which the damage to crop can't be allowed / tolerated and therefore desirable to initiate control measure.
- Economic thresh hold level it is the level at which control measure shold be initiated to prevent increase in the pest/disease population.
- Cultural methods (Explain what is a cultural method)
 - √ Tillage deep ploughing to kill egg mass of insect or fruiting body of fungi
 - ✓ Use of clean seed
 - ✓ Application of manures and fertilizers
 - ✓ Crop rotation
 - ✓ Trap cropping
 - ✓ Inter cropping
 - ✓ Time of planting
 - ✓ Destruction of crop residues

• Use posters showing various types of symptoms of important insects and diseases and encourage the trainees' participation in the discussion.

-Notes for Facilitation 🗐



· Prepare a list of pests and diseases which affect various stages of crop growth of few important crops like paddy, maize, wheat, gram, tomato and detail the symptoms of each of them.

Exercise 🛮 📝



Key Solutions to PHB Exercises

1. IPM refers to Integrated Pest Management with combined or integrated use of cultural, biological and chemical pest control methods. It is focused to use natural predators, mechanical means and cultural practices like crop rotations. Only selective pesticides are used as back up in case of control failure by natural methods.

-Notes











8. Harvest and Post-Harvest Management Under Organic Farming

Unit 8.1 - Harvesting

Unit 8.2 - Post Harvest Management





Key Learning Outcomes 👸



- 1. Explain the physical admixture during harvesting
- 2. Describe harvest methods and handling of harvested crops

UNIT 8.1: Harvesting

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- 1. Plan when the crop has to be harvested.
- 2. Decide the method of harvesting for the crop



- Seed crop has to be harvested when the crop attains proper maturity.
- The seed should be neither over dried or have high moisture at the time of harvesting.
- · Harvesting should be done either when the crop attain physic logical maturity or when it attains harvesting maturity.

Harvesting methods

Selection of a proper harvesting method is an essential step to ensure quality and reduce harvesting loss.

Harvesting method depends on

- Nature of crop
- Area of crop to be harvested
- Class of seed to be harvested.
- Nature of crop. For crops like paddy harvesting is done by either manually or by mechanically.
- For crops like maize, the cobs are manually harvested by hand picking
- Area of crop to be harvested
- If the area to be harvested is smaller, manually harvesting is preferred.
- If the area is larger mechanical harvesting is adopted.

Ask



What is called physiological maturity? If the trainees are not able to give a correct answer, tell them, that "Physiological maturity is the stage beyond which there is no increase in the dry matter" which means that no more growth.

Methods of harvesting

- Manual harvesting
- · Mechanical harvesting

Say



Manual Harvesting

- is adopted for less area
- Time consuming
- Labour intensive
- Less loss and therefore higher yield.

Mechanical Harvesting

- When the area to be harvested is more, machine is used for harvesting.
- The harvest machine is called combine harvester.

Explain



Operations carried out by combine:

- Combines cut the plant at appropriate height along with the ear head and
- Separates the grain from the stalk.
- · Clean it from chaff
- Lift the grain to the storage bin.
- Combine harvester is used for harvesting large area.
- · Time saving
- Save labour expenditure
- Yield will be reduced and possibility of admixture if the combine is not cleaned properly.
- What is post harvest management?
- Good storage is the basic requirement of maintaining viability and vigour of a seed.

Storage of seed starts

- After its harvest at physiological maturity staage
- From the time of harvest to processing and storage in a seed godown
- In storage (ware house)

At each of the above stages care should be taken to keep the seed free from any spoilage.

Dο



Conduct an activity in the class:

- Ask the trainees to assume large area of seed production plot say 25 acre with wheat seed crop.
- Ask the trainees about the type of harvesting to be done.
- Ask them to explain the harvesting step by step.
- Recall the pre requisites for the seed to be stored safely
 - ✓ Should be free from any foreign material
 - ✓ Should have safe moisture level
 - ✓ Packed properly in a suitable packing material

-Notes for Facilitation



- Arrange to show the photographs of a harvest combine in operation (step wise).
- Make the session interactive and participative.
- Prepare a chart giving the names of various packing material and the level of seed moisture for the seed to be stored in each type of material.
- Arrange various type of pallets used.

- Notes 📋	
Notes 🗐	

UNIT 8.2: Post Harvest Management

-Unit Objectives | 🎯 |



After the completion of this unit, the participant will be able to:

1. Explain the post harvest management practices



- Post-harvest operations are very critical in agriculture crop.
- They may vary from crop to crop.
- They are important to prevent any kind of decay to the harvested produce

Elaborate



Post-harvest functions covering:

- Ideal Conditions (Temperature & Relative humidity) for post -harvest storage
- **Equipment sanitation**
- Fumigation
- Permitted elevated level carbon dioxide (>15%) for suppression of decay and insect control
- Wax coating

Field Visit



- This activity will give the participants real time exposure to the post -harvest processes.
- Take the participants to the nearby processing unit of any commodity.
- Ask the processing unit manager to explain step wise procedure to the participants
- Tell the participants to carefully watch and ask the relevant questions from the unit manager.

Notes for Facilitation



Some you tube videos on post-harvest management of the harvested commodity may be arranged for better visualization of the concept.

Exercise



Key Solutions to PHB Exercises

- 1. Post-harvest practices comprise:
 - Temperature and Relative humidity control for post- harvest storage
 - Sanitation and disinfection
 - **Fumigation**
 - Waxing

- Notes 📋	
Notes 📃	
	
	











9. Undertake Quality Assurance & Certification in Organic Farming

Unit 9.1 - Quality Assurance & Certification





Key Learning Outcomes 👸



- 1. Explain third party certification process
- 2. Explain risk management in compliance of standards
- 3. Explain participatory guarantee system
- 4. Describe documentation in third party and PGS certification
- 5. Explain documentation needed for sale of organic produce and traceability

UNIT 9.1: Quality Assurance & Certification

-Unit Objectives $|rac{arphi}{|}|$



After the completion of this unit, the participant will be able to:

- 1. Explain third party certification process
- 2. Explain risk management in compliance of standards



- · About certification in organic farming
- · About Quality assurance
- · Importance of certification and quality assurance
- Third party certification
- Risk management in compliance of standards
- Participatory guarantee system
- Documentation

- Activity



- · Make a report on quality assurance
- · Different types of quality checks
- Make a report on documentation



- Provide exercise to meet certifying agency or officials
- Provide exercise to make report on certification process, application for certification etc.

-Notes for Facilitation 🗐



• Provide the details of certification agency and contact person

-Notes













10. Undertake Business of Organic Farming

Unit 10.1 - Business of Organic farming

Unit 10.2 - Marketing





Key Learning Outcomes 🕎

- 1. Explain the economics of organic farming
- 2. Explain how to connect with the market and market intelligence
- 3. Practice direct marketing

UNIT 10.1: Business of Organic Farming

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- Compute the economics of organic farming
- Connect with the market and market intelligence
- · Perform direct marketing



- Cost and revenue trends in organic farming
- · Cost benefit analysis
- · Govt. subsidies and benefits available for organic farming
- Platform to connect to market
- Scope for export of produce
- Value addition at farm level
- Online market intelligence
- Major channels for sale of organic produce
- · Retail chains
- · Networking and connect with consumers
- Direct marketing
- · Benefits of direct marketing
- Target consumers

- Activity 🎏



- Establish contact with local vendors or market players in the region
- · Work out marketing channel
- Select the targeted consumers

Do



- · Ask them to work out the cost benefit of organic farming
- Ask them to give suggestions for value addition at the farm level

Notes for Facilitation



- List of Government schemes
- Details on market trends and consumer behavior

UNIT 10.2: Marketing

-Unit Objectives | ©



After the completion of this unit, the participant will be able to:

- 1. Explain the marketing channels for organic products
- 2. Explain the Market opportunity for organic products



• This session deals with different marketing channels to be selected to sell the organic produce.

Explain



- Marketing channels for organic inputs like direct supply of vermi compost from producer to organic farmer or through dealer to organic farmer.
- · Marketing channels for sale of organic produce from producer to direct customer; producerdealer/distributor to consumer



• Arrange for some live examples of organic produce supply chain and how these producers can connect directly or indirectly to the potential markets.

-Notes











11. Maintain Health & Safety at the Workplace

Unit 11.1 - Health and safety at the work place





Key Learning Outcomes 👸



- 1. Discuss general safety rules
- 2. Discuss various health hazards relevant to workplace and basic first aid training
- 3. Demonstrate to handle the emergency situation in workplace and during any farm operation

UNIT 11.1: Health and Safety at the Work Place

-Unit Objectives | 🎯



After the completion of this unit, the participant will be able to:

- 1. Explain how to work safely
- 2. Explain about first aid.
- 3. Undertake collective action to solve emergency situation



- Certain procedures / precautions need to be taken to handle the equipment.
- Read the operator safety manual and follow the instructions.
- Use appropriate uniform to protect the body from damage
- Don't use alcohol or chew any eatables while handling the equipments
- Always check the equipment before commencing the work and make adjustment / repairs etc if needed.
- Keep the children away from the machine at all the time.
- Train the workers about handling the equipment.
- There are possibilities of more risk while handling these machine and therefore has to maintain safety.
- Use appropriate dress /Uniform code otherwise loose dress may get into the machine leading to serious injury
- Always keep a distance from the machine.
- Make a trial run before starting the work and then proceed.
- Check whether the emergency switch is in condition.
- Use mask to avoid dust inhalation.



- Explain the difference between an equipment and a machine.
- Select few equipment like sprayer, theater and tell about the risk involved in using them.
- Read the safety manual to the trainees and explain its applicability while handling the equipment

-Notes for Facilitation 🗐



- Prepare a list of equipment used
- Safety in handling tools and equipments
- · Arrange to show a number of protective gadgets like gloves, boots, long sleeve uniform shirt, mask, goggles, and cap.
- Prepare a chart describing the use of above equipments in safety maintenance.
- Basic emergency first aid procedure.

Exercise 📝



Key Solutions to PHB Exercises

- 1. Health and safety practices at the field:
 - Identify hazards in the farm and adopt control/safety measures. Common categories of hazards include tractors, machinery, equipment, structures, hand and power tools, animals, and working surfaces. Always use PPE wherever required. Adhere to the safety work procedures. Always keep first aid equipment always ready. Ensure all the tools are well maintained and groomed to use. Always ensure to avoid long continued working hours in the field to avoid fatigue.

Notes 🗐		











12. Employability & Entrepreneurship Skills

Unit 12.1 - Personal Strengths & Value Systems

Unit 12.2 - Digital Literacy: A Recap

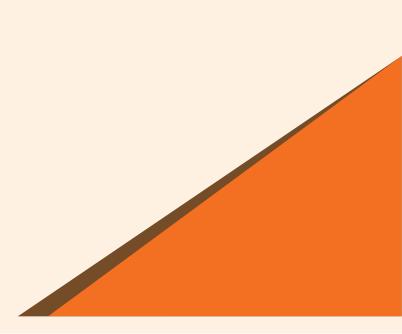
Unit 12.3 - Money Matters

Unit 12.4 - Preparing for Employment & Self Employment

Unit 12.5 - Understanding Entrepreneurship

Unit 12.6 - Preparing to be an Entrepreneur





Key Learning Outcomes 👸



After the completion of this module, the participant 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. Understand the purpose of Swachh Bharat Abhiyan
- 6. Explain the meaning of habit
- 7. Discuss ways to set up a safe work environment
- 8. Discuss critical safety habits to be followed by employees
- 9. Explain the importance of self-analysis
- 10. Understand motivation with the help of Maslow's Hierarchy of Needs
- 11. Discuss the meaning of achievement motivation
- 12. List the characteristics of entrepreneurs with achievement motivation
- 13. List the different factors that motivate you
- 14. Discuss how to maintain a positive attitude
- 15. Discuss the role of attitude in self-analysis
- 16. List your strengths and weaknesses
- 17. Discuss the qualities of honest people
- 18. Describe the importance of honesty in entrepreneurs
- 19. Discuss the elements of a strong work ethic
- 20. Discuss how to foster a good work ethic
- 21. List the characteristics of highly creative people
- 22. List the characteristics of highly innovative people
- 23. Discuss the benefits of time management
- 24. List the traits of effective time managers
- 25. Describe effective time management technique
- 26. Discuss the importance of anger management
- 27. Describe anger management strategies
- 28. Discuss tips for anger management
- 29. Discuss the causes of stress
- 30. Discuss the symptoms of stress
- 31. Discuss tips for stress management
- 32. Identify the basic parts of a computer
- 33. Identify the basic parts of a keyboard
- 34. Recall basic computer terminology
- 35. Recall the functions of basic computer keys
- 36. Discuss the main applications of MS Office
- 37. Discuss the benefits of Microsoft Outlook
- 38. Discuss the different types of e-commerce
- 39. List the benefits of e-commerce for retailers and customers
- 40. Discuss how the Digital India campaign will help boost e-commerce in India
- 41. Explain how you will sell a product or service on an e-commerce platform
- 42. Discuss the importance of saving money
- 43. Discuss the benefits of saving money
- 44. Discuss the main types of bank accounts
- 45. Describe the process of opening a bank account
- 46. Differentiate between fixed and variable costs
- 47. Describe the main types of investment options
- 48. Describe the different types of insurance products
- 49. Describe the different types of taxes

- 50. Discuss the uses of online banking
- 51. Discuss the main types of electronic funds transfers
- 52. Discuss the steps to prepare for an interview
- 53. Discuss the steps to create an effective Resume
- 54. Discuss the most frequently asked interview questions
- 55. Discuss how to answer the most frequently asked interview questions
- 56. Discuss basic workplace terminology
- 57. Discuss the concept of entrepreneurship
- 58. Discuss the importance of entrepreneurship
- 59. Describe the characteristics of an entrepreneur
- 60. Describe the different types of enterprises
- 61. List the qualities of an effective leader
- 62. Discuss the benefits of effective leadership
- 63. List the traits of an effective team
- 64. Discuss the importance of listening effectively
- 65. Discuss how to listen effectively
- 66. Discuss the importance of speaking effectively
- 67. Discuss how to speak effectively
- 68. Discuss how to solve problems
- 69. List important problem-solving traits
- 70. Discuss ways to assess problem solving skills
- 71. Discuss the importance of negotiation
- 72. Discuss how to negotiate
- 73. Discuss how to identify new business opportunities
- 74. Discuss how to identify business opportunities within your business
- 75. Understand the meaning of entrepreneur
- 76. Describe the different types of entrepreneurs
- 77. List the characteristics of entrepreneurs
- 78. Recall entrepreneur success stories
- 79. Discuss the entrepreneurial process
- 80. Describe the entrepreneurship ecosystem
- 81. Discuss the government's role in the entrepreneurship ecosystem
- 82. Discuss the current entrepreneurship ecosystem in India
- 83. Understand the purpose of the Make in India campaign
- 84. Discuss the relationship between entrepreneurship and risk appetite
- 85. Discuss the relationship between entrepreneurship and resilience
- 86. Describe the characteristics of a resilient entrepreneur
- 87. Discuss how to deal with failure
- 88. Discuss how market research is carried out
- 89. Describe the 4 Ps of marketing
- 90. Discuss the importance of idea generation
- 91. Recall basic business terminology
- 92. Discuss the need for CRM
- 93. Discuss the benefits of CRM
- 94. Discuss the need for networking
- 95. Discuss the benefits of networking
- 96. Understand the importance of setting goals
- 97. Differentiate between short-term, medium-term and long-term goals
- 98. Discuss how to write a business plan
- 99. Explain the financial planning process
- 100. Discuss ways to manage your risk
- 101. Describe the procedure and formalities for applying for bank finance
- 102. Discuss how to manage your own enterprise
- 103. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 12.1: Personal Strengths & Value Systems

-Unit Objectives | 🎯 |



After the completion of this unit, the participant will be able to:

- Explain the meaning of health
- List common health issues 2
- Discuss tips to prevent common health issues 3.
- Explain the meaning of hygiene 4.
- Discuss the purpose of Swacch Bharat Abhiyan 5.
- Explain the meaning of habit 6.
- 7. Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees 8.
- Explain the importance of self-analysis 9.
- 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

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

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



• 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 2



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

12.1.2: Safety

Resources to be Used



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



- 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.



- 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.

12.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Resources to be Used



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

Activity



• This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

- Do



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

Say



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

Team Activity



Tower building

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

Do



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

Ask



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

Say



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

Ask



Is your attitude positive or negative?

Say



• Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask



· What did you learn from this story?

Activity



What Motivates You?

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

Do



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

Say



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

Summarize



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

12.1.4: Honesty & Work Ethics

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say



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

- 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.

12.1.5: Creativity and Innovation

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 | 2



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

Notes for Facilitation



• Source for stories on innovations:

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

12.1.6: Time Management

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

12.1.7: Anger Management

Resources to be Used



· Participant Handbook

- Ask



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

Say



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

Do



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

Activity 5



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

Ask



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

Say



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

Do



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

- Activity 🔏



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques



- 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

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.

12.1.8: Stress Management: What is stress?

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?



- 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.



- 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.

_r 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.

$_{\mathsf{\Gamma}}$ Notes for Facilitation \mid \equiv



- 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 12.2: Digital Literacy: A Recap

- Unit Objectives 🏻 🏻 🕏



After the completion of this unit, the participant will be able to:

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard 2.
- Recall basic computer terminology 3.
- Recall the functions of basic computer keys 4.
- Discuss the main applications of MS Office 5.
- Discuss the benefits of Microsoft Outlook 6.
- Identify different types of e-commerce 7.
- 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

12.2.1: Computer and Internet Basics: **Basic Parts of a Computer**

Resources to be Used



- Participant Handbook
- Computer Systems with the required applications



- 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.

_r 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?



- 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 | 5



- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- 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.
- Ensure the participants complete the practical exercises assigned.

12.2.2: MS Office and Email: About MS Office

Resources to be Used



- Participant Handbook
- · Computer Systems with MS Office

-Ask



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

Say



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

-Explain



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

Ask



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

Say



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

Do



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

-Demonstrate 🙀



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

-Practical | 💥



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

-Summarize 📜



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

12.2.3: E-Commerce

-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?

Sav



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

Ask



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

Say



Give examples of e-commerce activities from Participant Handbook.

Team Activity



E-commerce examples

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



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



- 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.



- 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.



- 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:

P: 2:00

- 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 ecommerce 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?



- 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?



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

·Summarize 🔎



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

Notes 🗐		

UNIT 12.3: Money Matters

Unit Objectives 🏻 🌣



After the completion of this unit, the participant will be able to:

- 1. Discuss the importance of saving money
- Discuss the benefits of saving money 2.
- Discuss the main types of bank accounts 3.
- 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

12.3.1: Personal Finance – Why to Save?

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?

Say



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

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

Say



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

-Summarize



$You \, can \, summarize \, the \, session \, by \, discussing: \,$

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

12.3.2: Types of Bank Accounts, Opening a Bank Account

-Resources to be Used



- · Account opening sample forms
- Participant Handbook

-Ask



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

-Example



• Let's look at the given example:

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

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

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

Ask



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

Say



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

-Ask



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

Say



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

Team Activity 💃



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

Activity De-brief

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

-Say



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

-Ask



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

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

-Do

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

-Summarize 📜



Note:

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

No. of Dependents

Sample Bank A	ccount Openin	g torm.		
Photograph				XXX Bank
		SAVING B	ANK ACCOUNT OPENING	FORM
Account No.:	:			Date:
Name of th	ne Branch			
Village/Tov	vn			
Sub Distric	t / Block Name			
District				
State				
SSA Code /	Ward No.			
Village Cod	le / Town Code		Name of Village	/ Town
Applicant De	etails:			
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Sta	tus			
Name of Sp	oouse/Father			
Name of M	lother			
Address				
Pin Code				
Tel No. Mo	bile			Date of Birth
Aadhaar N	0.			Pan No.
MNREGA J	ob Card No.			
Occupation	n/Profession			
Annual Inco	ome		·	

Detail of Assets	Owning Hous	se :	Y/N	Owning Farm :	
	Y/N No. of Anima	ıls ·		Any other :	
Existing Bank	No. of Allinia			Any outer .	
A/c. of family	١ ١	/ N	If v	res, No. of A/cs	
members /					
household					
Kisan Credit Card	Whether Elig	ible	Y/N		
I request you to is	sue me a Rup	ay Card	l.		
account after 6 n needs subject to eligible for overdi	I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.				
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	nate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my	
				/minor(s) death.	
Place:					
Date:				Signature / LTI of Applicant	
Witness(es)*					
1		-			
2		-			
*Witness is requir	*Witness is requires only for thumb impression and not for signature				

12.3.3: Costs: Fixed vs. Variables: What are 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
- Commision percentage given to sales person for every unit sold 8.
- Credit card fees 9.
- 10. Vendor bills

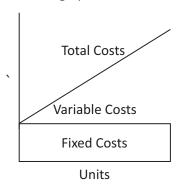
-Do



- 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

1. Rent (Fixed)

2. Telephone bill (Fixed)

3. Electricity bill (Fixed)

4. Machinery (Fixed)

5. Insurance (Fixed)

6. Office supplies/ Raw materials (Variable)

7. Employee salaries (Fixed)

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

9. Credit card fees (Variable)

10. Vendor bills (Variable)

12.3.4: Investments, Insurance and Taxes

-Resources to be Used 🍪



Participant Handbook

-Ask



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

-Example



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

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

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

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

Say



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

Ask



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

-Say



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

12.3.5: Online Banking, NEFT, RTGS, etc.

Resources to be Used



- · Participant Handbook
- · Computer System with internet connection
- Dehit card

-Ask



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

-Say



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

Do



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



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

-Do



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

-Summarize 📜



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

Notes 🗐		

UNIT 12.4: Preparing for Employment & Self Employment

Unit Objectives 🏻 🍪



After the completion of this unit, the participant will be able to:

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

12.4.1: Interview Preparation: How to Prepare for an Interview?

-Resources to be Used



Participant Handbook

-Ask



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

Say



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

-Activity 1



· Introducing Yourself

Do



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

-Ask



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



- 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.

12.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

-Resources to be Used 🎏



- Participant Handbook
- Blank papers
- Pens

-Ask



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

Say



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

-Do



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



- 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 \ \(\beta \)



- 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 12.4.3: Interview FAQs

Resources to be Used 🗽



Participant Handbook



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

-Do



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

-Role Play 🍯



Conduct a role play for the situation given.

Situation 1

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

Say



De-brief:

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



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?



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?



De-brief:

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

Role Play 🥰

- Conduct a role play for the situation given.
- Role Play Situation 4
- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - Do you seriously mean that?

Say



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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 5

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

Say



De-brief:

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

-Role Play 😈

- Conduct a role play for the situation given.
- Role Play Situation 6
- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - If you get this job, what salary package do you expect us to give you?

Say



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

Role Play



- Conduct a role play for the situation given.
- Role Play Situation 7
- The interviewer will start by asking the interviewee a few generic questions such as:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
 - Do you have any questions for me?

Say



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

Explain



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

Do



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



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.

12.4.4: Work Readiness – Terms and Terminology

Resources to be Used | 🖑



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

Ask



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

Say



Let's start this unit with an activity.

Team Activity



Workplace terminology

• This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

·Do



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

Say



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

Ask



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

Say



• Let's now continue the activity.

Team Activity



Terms and Terminology

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

Part 2

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

Activity De-brief

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

-Do



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

Say



• Let's go ahead with the activity.

Team Activity



Terms and Terminology

• The activity continues with the same group members.

Part 3

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

Activity De-brief

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



- 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.

Notes 🗒			
Notes 📋			
	·		

UNIT 12.5: Understanding Entrepreneurship

- Unit Objectives | 🎯



After the completion of this unit, the participant will be able to:

- Discuss the concept of entrepreneurship
- 2. Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur 3.
- Describe the different types of enterprises 4.
- 5. List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively 8.
- 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

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

-Resources to be Used 🎏



Participant Handbook



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.

_{\(\sigma\)}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.

12.5.2: Leadership and Teamwork

-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.





- 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.



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?



- 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.

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

-Resources to be Used



· Participant Handbook

-Activity



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 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.

12.5.4: Problem Solving & Negotiation Skills

-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 | **2**



- 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.

Sav



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?

Sav



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.



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

-Summarize



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

12.5.5: Business Opportunity Identification: **Entrepreneurs and Opportunities**

-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?

-Sav



- 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.

12.5.6: Entrepreneurship Support Eco-System

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?



- 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.

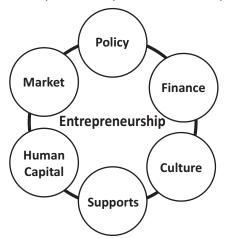
Do



- 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.

12.5.7: Risk Appetite & Resilience

Resources to be Used



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

Ask



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

-Example



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

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

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

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

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

Say



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

Say



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

Team Activity



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

Activity De-brief

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

Do



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

Ask



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

Example



• Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middle-class family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.



- 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.

12.5.8: Success and Failures

Resources to be Used



Participant Handbook

Ask



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

-Example | 🧲



· Let's have a look at this example.

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

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

Say



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

Ask



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

Say



• Let's learn the about success and failure with the help of an activity.

Team Activity



- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
- 4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

- 1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
- 5. Give the pairs 15-20 minutes to conduct the role play.
- 6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
- 7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
- 8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
- 9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

·Summarize | 俎



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

Notes 🗐 —		
Notes 📃		

UNIT 12.6: Preparing to be an Entrepreneur

Unit Objectives 🏻 🍪



After the completion of this unit, the participant 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

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

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

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

Activity De-brief

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

Say



- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Summarize \2



- 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.

12.6.2: Business Entity Concepts

Resources to be Used



Participant Handbook



- 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.



- 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

12.6.3: CRM & 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."



- 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



- 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.

12.6.4: Business Plan: Why Set Goals?

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?



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?



- 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.

12.6.5: Procedures and Formalities 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?



- 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.



- 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 13. Copies of certificate from banks and financial institutions certifying the latest liability with them 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application

15. Copy of memorandum and article of association (in case of limited company)/partnership deed

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

12.6.6: Enterprise Management – An Overview: How to Manage Your 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.

12.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



Why do you want to become an entrepreneur?



- 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			
Motes			







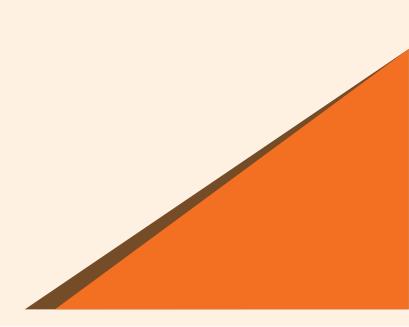




13. Annexures

Annexure I-Training Delivery Plan
Annexure II-Assessment Criteria





Annexure I

Training Delivery Plan

Training Delivery Pla	an							
Program Name:	Organic Grower	ganic Grower						
Qualification Pack Name & Ref. ID	AGR/Q1201, v1.0	AGR/Q1201, v1.0						
Version No.	1.0	Version Update Date						
Pre-requisites to Training (if any)	5th Standard Pass prefer	5th Standard Pass preferable						
Training Outcomes	 Produce Organic resources, procu Grow and mana operations – org Maintain the qu Post harvesting, Become well ver 	am, the participants will be able to: c Crops: Introduction to Organic farmin arement of inputs, cropping pattern, so age crop: Crop cultivation under organic ganic farming ality of the produce (as prescribed in a Quality assurance & Certification rsed with Environment Health & Safet by measures in terms of personal safety	hedule etc c farming, inter cultural standards): Harvesting, y: Well versed with					

SI. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodol ogy	Training Tools/Aids	Duration HH: MM
1	Introduction	ocosion manie		Hererence	-64	10015/11015	
_			Introduction among			Interactive	
	T: 5:00	Ice Breaker	participants		Activity	games	00: 30
	(HH:MM)		The state of the s		Trainer led	PPT, classroom	
					-	projector,	
		Introduction to	Introduction to course and		discussion	audio visual	
		PMKVY & to ASCI	expectation setting		Q&A	aids	00:30
					Trainer led	PPT, classroom	
			Create awareness about the		-	projector,	
		Job Role	role of Organic farmer in the		discussion	audio visual	
		Awareness	Agriculture Sector		Q&A	aids	1:00
					Group	Classroom,	
			Develop candidates reading		participati	handouts to	
		Reading Exercise	skills		on	read	1:00
					Group	Classroom,	
		Communication			participati	Audio Visual	
		Skills	Increase Conversational skills		on	Aids	1:30
		Organic Farming	What is organic farming?	Bridge	Trainer led	PPT, classroom	
			Scope and Importance		-	projector,	
					discussion	audio visual	
					Q&A	aids	1:00

SI. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodol ogy	Training Tools/Aids	Duration HH: MM
2	Undertake planning for organic farming T: 10:00 P: 10:00	Identification and selection of different types of organic crops in cultivation	Explain different types of organic crop & their treatment Explain factors effecting crop selection	AGR /N1201	Demonstra tion/ activity based learning	PPT, white board, marker	T: 2:00 P: 2:00
	(HH:MM)	Need and types of Safe farming practices	1.Explain the detrimental effects of unsafe farming practices on health and environment 2.Get acquainted with different kinds of safe farming practices 3. Determine the pros and cons of conventional farming vs. organic farming 4.Explain core principles of organic farming	AGR /N1201 (PC1 to PC4) (KB1 to KB3) (SA1 to SA5)	Trainer led - discussion demonstra tion/ activity based learning	PPT, white board, marker	T: 2:00 P: 2:00
		Transition to organic farming	1.Determine the effects of organic farming on costs and revenue 2.Analyze the time and effort commitments required for transition to organic farming 3.Explain the phased approach to be taken to transition to organic farming	AGR /N1201 (PC5 to PC 7) (KB4 to KB5) (SA6 to SA9) (SB1 to SB5)	Trainer led – discussion demonstra tion/ activity based learning	PPT, white board, marker,	T: 2:00 P: 2:00
		Diversification of crop portfolio	1.Explain the need for multi-cropping in organic farming 2.Create feasible crop portfolios 3.Implement multi-crop projects effectively	AGR /N1201 (PC8 to PC 10) (KB6 to KB9) (SB6 to SB10)	Trainer led - discussion demonstra tion/ activity based learning	PPT, white board, marker, audio-visual aids	T: 2:00 P: 2:00
		Season plan	1.Discuss increased crop vulnerability in organic farming 2.Identify seasonal stress on various types of crops 3. Identify right crops for rotation 4.Create yearly plan	AGR /N1201 (PC11 to PC 14) (KB10 to KB13) (SB11 to SB15)	Trainer led - discussion demonstra tion/ activity based learning, field visits	PPT, white board, marker	T: 2:00 P: 2:00
3	Seed selection and treatment	Selecting crop and companion crops	1.Identify suitable main crop and its companion crops	AGR /N1202 (PC1to PC4) (KB1, KB2)	Class room lecture,	PPT, white board, marker, audi-visual aids	T: 2:00 P: 2:00

SI. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodol ogy	Training Tools/Aids	Duration HH: MM
	under organic farming T: 10:00 P: 10:00 (HH:MM)		depending upon the suitability of climate and season 2. Plan for multi-crop planting as intercrops, mixed crop, relay crop or trap crop 3. Remember rotation cycle 4. Plan for sowing or planting	(SB1 to SB5) (SA1 to SA3)	Demonstra tion/ activity based learning, field visits		
		Selecting suitable seed variety	1.Select pest and disease resistant varieties suiting to the given agro-climatic and soil situations 2.Identify non genetically modified seed or planting material 3.Identify vendors for authentic organic seed procurement, if not available on-farm.	AGR /N1202 (PC5 to PC 7) (KB3 to KB5) (SB6 to SB10) (SA4 to SA6)	Demonstra tion/ activity based learning, field visits	PPT, white board, marker, different seed variety samples	T: 3:00 P: 3:00
		Seed treatment	1.Explain the organic practices for seed treatment 2.Identify various bio-inputs for seed treatment 3.chalk out seed/ planting material treatment plan with: • bio inputs such as biofertilizers, biopesticides • on-farm made seed protecting aids such as Bijamruth • off-farm botanical or organically acceptable chemical alternatives	AGR /N1202 (PC 8 to PC 10) (KB6 to KB11) (SB11 to SB15) (SA7 to SA9)	Demonstra tion/ activity based learning, field visits	PPT, white board, marker, samples of bio- pesticides and bio- fertilizers	T: 3:00 P: 2:00
		Vendor identification and seed treatment implementation	1.Identify vendors of authentic organic seed treatment inputs 2. Prepare bio-inputs for seed treatment in farm: Bijamruth, botanical alternatives etc. 3.Implement seed treatment process appropriately 4.Identify acceptable chemical alternatives, their procurement and use.	AGR /N1202 (PC11 to PC14) (KB10, KB 11)	Facilitator led discussion demonstra tion/ activity based learning, field visits	PPT, white board, marker, samples of bio- pesticides and bio- fertilizers	T: 2:00 P: 3:00
4	Soil Nutrient Management under Organic Farming T: 10:00 P: 10:00 (HH:MM)	Soil activation	1.Define importance of top soil in organic cultivation 2.Identify various methods of activating microbial activity in top soil	AGR /N1203 (PC1, PC2), (KB1 to KB8), (SA1 to SA5) (SB1 to SB9)	Group Discussion, demonstra tion/ activity based earning	PPT, white board, marker, bio fertilizer, FYM etc.	T: 2:00 P: 1:00

		1.Prepare various organic		Demonstra		
	Preparation and application of soil activating inputs	inputs to increase soil microbial activity 2.Apply soil activating inputs effectively	AGR /N1203 (PC3, PC4), (KB9)	tion/ activity based learning	Bio fertilizer, FYM, Compost etc.	T: 1:30 P: 1:00
	Soil testing for soil quality enhancement	1.Undertake soil testing at authorized centers 2.Infer soil test data for soil amendment and manuring 3.Select appropriate crops suiting to soil condition 4.Calculate nutrient needs based on test report and local crop recommendations	AGR /N1203 (PC5 to PC8) (KB10 to KB17) (SA6 to SA9) (SB10 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, Soil testing tools	T: 1:00 P: 2:00
	Identification of soil quality enhancement methods	Prepare the land to get appropriate tilth Identify various methods adopted in organic farming for building organic matter in soil	AGR /N1203 (PC9, PC10) (KB10 to KB17) (SB10 to SB15)	Demonstra tion/ activity based learning	Audio visual aids, projector, FYM, compost, mulch	T: 2:00 P: 1:00
	Application of organic methods	1.Grow green manure crop and incorporate biomass 2.Use farmyard manure & mineral fortified compost 3.Use other biomass as mulch or soil cover	AGR /N1203 (PC11 to PC13) (KB10 to KB17) (SB10 to SB15)	Demonstra tion/ activity based learning	Audio visual aids, projector, FYM, compost, mulch, green manure crops	T: 1:00 P: 1:00
	Preparation of bio- organic treatment materials	1.Prepare vermicompost & vermiwash 2.Prepare dung-urine slurries 3.Prepare biodynamic inputs/compost (BD 500, BD 501, Cow Pat pit etc.)	AGR /N1203 (PC14 to PC16) (KB11 to KB17) (SB10 to SB15)	Demonstra tion/ activity based learning, field visit	Audio visual aids, projector, FYM, compost, mulch, biowaste, earthworms	T: 1:30 P: 2:00
	Implementation of bio-organic treatment materials	1. Implement various soil enhancement methods effectively: a. Sanjivak, Jivamrth, Amritpani for microbial enrichment b. Vermiwash, panchagavy, cattle dung urine-slurry and protein hydrolysates for growth promotion c. Green manuring and biomass recycling 2.Prepare protocols for basal dose application & top dressing	AGR /N1203 (PC17, PC18) (KB14 to KB17) (SB10 to SB15)	Demonstra tion/ activity based learning, field visit	Audio visual aids, projector, bio treatment materials (Vermiwash, panchgavy, urine slurry etc.)	T: 1:00 P: 2:00

5	Weed Control Under Organic Farming T: 5:00 P: 10:00 (HH:MM)	Identification of weeds	1.Identify the types of weed in the crop 2.Maintain records of the weed and share it with experts 3.Explain clearly about the symptoms and get inputs from experts	AGR/N1204 (PC1to PC3), (KB1, KB2) (SA1 to SA4, SA7, SA8, SA9) (SB1 to SB8)	Group discussion demonstra tion/ activity based learning, field visit	PPT, white board, marker, visuals	T: 2:00 P: 3:00
		Mechanical weed management	1.Control weeds during ploughing 2. Identify critical stages of weed growth 2.Undertake mechanical/manual weeding process at appropriate time to avoid crop damage	AGR/N1204 (PC4, PC5) (KB2 to KB4), (SB6 to SB15)	Demonstra tion/ activity based learning, field visit	PPT, white board, marker, charts, tools for weeding	T: 1:00 P: 3:00
		Weed bio-control	1.Use mulching sheets for cultivation 2.Use bio-herbicides for weed control wherever feasible	AGR/N1204 (PC6, PC7), (KB2 to KB4), (SB6 to SB15)	Demonstra tion/ activity based learning, field visit	PPT, white board, marker, charts, mulching sheets, bio herbicides	T: 1:00 P: 2:00
		Weed control mechanization	1.Use mechanized weed control equipment	AGR/ N1204 PC8, (KB2 to KB4), (SB6 to SB15)	Demonstra tion/ activity based learning, field visit	PPT, white board, marker, charts, mechanized tools for weeding	T: 1:00 P: 2:00
6	Irrigation management under organic farming T: 5:00 P: 10:00 (HH:MM)	Irrigation system	1.Identify characteristics of good irrigation systems 2.Identify advantages & disadvantages of irrigation channels and watering through hose, buckets etc. 3.Interact with micro irrigation expert and get feedback on the usage of specific applicable irrigation methods to be adopted	AGR/ N1205 (PC1 to PC3) (KB1 to KB3) (SA1 to SA4) (SB1 to SB8)	Facilitator led discussion demonstra tion/ activity based learning	PPT, white board, marker, Water Sprinkler	T: 2:00 P: 5:00
		Proper Irrigation	1.Ensure appropriate water supply at various life stages of the crop as per each stage requirement 2.Ensure spread of water in the entire field 3.Ensure proper water drainage	AGR/ N1205 (PC4 to PC6) (KB4 to KB6) (SA5 to SA9) (SB9 to SB15)	Class room lecture, demonstra tion/ activity based learning	PPT, white board, marker, water supply system	T: 1:00 P: 2:00
		Micro irrigation Techniques	Adopt micro irrigation techniques (drip irrigation, sprinklers) based on the requirement of specific crops	AGR/ N1205 (PC7), (KB4 to KB6) (SA5 to SA9) (SB9 to SB15)	Class room lecture, demonstra tion/ activity based learning	PPT, audio visual aids appropriate water system (drip irrigation, sprinklers)	T: 1:00 P: 2:00
		Effects of Excess Moisture	Identify disease due to increase in moisture/water content and take measures to control them	AGR/ N1205 (PC8), (KB4 to KB6) (SA5 to SA9) (SB9 to SB15)	Class room lecture, demonstra tion/ activity based learning		T: 1:00 P: 1:00

7	Integrated Pest and Disease management under Organic Farming T: 10:00 P: 20:00 (HH:MM)	Eco growing & pest and disease identification	1. Explain advantages of ecogrowing. 2. Identify different types of pest 3. Diagnose symptoms and extent of damage 4. Explain major crop diseases and identify the specific disease in the crop	AGR/ N1206 (PC1 to PC4), (KB1 to KB4) (SA1 to SA4) (SB1 to SB8)	Demonstra tion/ activity based learning	PPT, white board, marker, Pest symptoms, Field visit	T: 3:00 P: 4:00
		Early disease symptoms	1.identify crop stage and disease incidence disease calendar 2 Identify early symptoms of various types of diseases	AGR/ N1206 PC5, PC6 (KB1 to KB4) (SA1 to SA4) (SB1 to SB8)	Class room lecture, demonstra tion/ activity based learning	PPT, Audio- Visual aids	T: 1:00 P: 3:00
		Disease transmission modes	1.Understand the different mode of transmissions of disease such as implements, vectors, water, rain, wind etc.	AGR/ N1206 PC7 (KB1 to KB4) (SA1 to SA4) (SB1 to SB8)	Class room lecture, demonstra tion/ activity based learning	PPT, Audio- Visual aids	T: 2:00 P: 2:00
		Preventive crop solutions	1. Use resistant varieties 2. Undertake pruning of diseased plant 3. Select resistant varieties 4. Perform crop rotation with suitable and recommended crops 5. Select suitable crop combinations as intercrops, border crops and trap crops 6. Undertake deep ploughing in summer, keep field clean and destroy infested plant debris and field sanitation	AGR/ N1206 (PC8 to PC13) (KB5 to KB8) (SA5 to SA9) (SB9 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, visual aids Garden Fork, Pick Axe, Digging Stick	T: 3:00 P: 2:00
		Alternate Solutions	1.Remove alternate hosts such as weeds 2. Perform mulching 3.Perform mechanical/manual weeding as and when required 4.use various types of traps (mechanical and manual) 5.Understand natural enemies of the pest such as lady bird, ground beetles etc 6.Release beneficial insects 7. Use hoverfly and adopt them for pest control	AGR/ N1206 (PC14 to PC20) (KB5 to KB8) (SA5 to SA9) (SB9 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, charts for solutions, mulching material, traps etc.	T: 2:00 P: 4:00
		Identification and use of biopesticides and botanical extracts	1.Identify various types of biopesticides and their vendors 2.Prepare different biopesticides at farm 3.Use various botanical extracts for different types of pest & diseases 4. Apply recommended dose of bio-inputs at appropriate time & interval 5.Use chemical alternatives acceptable in organic farming	AGR/ N1206 (PC21 to PC25) (KB5 to KB8) (SA5 to SA9) (SB9 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, charts and material on bio pesticides and natural extracts	T: 2:00 P: 4:00

8	Harvest and Post – harvest management under organic farming T: 5:00	Harvesting	1.Identify the appropriate harvesting method 2.Harvest the crop at appropriate stage and time 3.Harvest the crop based on use and distance from the market	AGR/ N1207 (PC1 to PC4) (KB1 to KB4) (SA1 to SA4) (SB1 to SB8)	Demonstra tion/ activity based learning	PPT, white board, marker, sickles, flagging tools, chaff- cutters	T: 2:00 P: 4:00
	P: 10:00 (HH:MM)	Post-Harvest Management	1.Undertake grading of the crops 2.Maintain ideal storage condition 3.Use organically acceptable fumigation systems during storage 4.Use cold storage facility 5.Undertake packaging as per the requirement of the client/buyer	AGR/ N1207 (PC5 to PC9) (KB5 to KB7) (SA5 to SA9) (SB9 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, transport vehicle, cold storage	T: 2:00 P: 3:00
		Marketing of Organic produce	1.Transport organic produce as detailed by the client/buyer 2.Undertake marketing of the crop	AGR/ N1207 (PC10, PC11) (KB5 to KB7) (SA5 to SA9) (SB9 to SB15)	Demonstra tion/ activity based learning	Audio-visual aids, Transport vehicle, pen, paper, record book	T: 1:00 P: 3:00
9	Undertake Quality Assurance and Certification in Organic Farming T: 10:00 P: 20:00 (HH:MM)	Third Party Certification process	1.Understand different types of certification available for organic produce: Third party certification & Participatory guarantee systems 2.Identify procedures and timelines for applying for certification 3.Understand quality checks (one-time and recurring) for obtaining and maintaining certification 4.Study the organic standards for every aspect of farming, including storage, transport and sale 5.Comply with the standards related to farm facilities and production methods 6.Maintain detailed farm history and current set-up, including soil and water tests results. 7.Submit application to the certification agency in the prescribed format with necessary farm and process details 8.Submit a written annual production plan detailing everything from seed to sale: seed sources, field and crop locations, fertilization and pest control activities, harvest methods, storage locations, etc. 9.Sign agreement with certification body	AGR/ N1208 (PC1to PC11) (KB1, KB2) (SA1 to SA3) (SB1 to SB3)	Class room lecture, demonstra tion/ activity based learning	PPT, white board, marker, list of organic standards, pen, paper	T: 2:00 P: 2:00

	10.Adhere to the standards recommended by the certification body 11. Pay fee to the certification body for annual surveillance and for facilitating a mark which is acceptable in the market as symbol of quality				
Inspection for certification	1.Schedule annual on-farm inspections with a physical tour, examination of records, and an oral interview 2.Maintain day-to-day farming and marketing records, covering all activities 3.Make available the documents & records for inspection as and when required 4.Comply to non-compliances, if any raised by the certification body 5.Ensure to follow-up for certification after the inspection 6.Release the stock for sale with Certification Mark (India Organic Logo) only after certification is granted	AGR/N1208 (PC12 to PC17) (KB1, KB2, KB3) (SA1 to SA3) (SB1 to SB3)	Class room lecture, demonstra tion/ activity based learning	PPT, white board, marker, activity record books	T: 2:00 P: 4:00
Risk management in compliance of standards	1.Understand procedure for risk assessment 2.Undertake parallel and split production, part conversion 3.Use machine tools averting contamination 4.Prevent contamination by water and air drift 5.Document risk management initiatives	AGR/N1208 (PC18 to PC23) KB3, KB4) (SA4, SA5) (SB4 to SB6)	Demonstra tion/ activity based learning	PPT, white board, marker, paper, pen, machine tools	T: 1:00 P: 4:00
Participatory guarantee system	1.Understand PGS certification system in brief 2.Adhere to the basic requirements for PGS group formation 3.Maintain documentation for group making, PGS pledge 4. Adopt PGS standards	AGR/ N1208 (PC24 to PC29) (KB5, KB6) (SA6, SA7) (SB7 to SB9)	Demonstra tion/ activity based learning	PPT, white board, marker, pen, paper, list of PGS standards	T: 2:00 P: 2:00

			les	I	I	I	1
			5.Participate regularly in meetings and share vision & operational issues 6.Keep transparency and horizontality in operation				
		Documentation in third party and PGS certification	1.Understand basic documentations on field history 2.Maintain field/farm, diary 3.Maintain internal inspection sheets and peer appraisals 4.Plan and execute external audit and peer appraisals 5.Analyze external inspection and analyze peer appraisals and decision making 6.Submit season end summary sheet with certification decisions to Regional Council and revision of decision if required in PGS certification decision 7.Distribute scope certificate	AGR /N1208 (PC30 to PC37) (KB7, KB8) (SA8, SA9) (SB10 to SB12)	Demonstra tion/ activity based learning	PPT, white board, marker, record book	T: 1:30 P: 4:00
		Documentation for Production and for sale of organic produce and traceability	1.Understand the process of production trail for traceability 2.Maintain documents for traceability 3.Use transaction certificates for sale 4.Ensure traceability in Third party certification/PGS	AGR/N1208 (PC38 to PC41) (KB9) (SA10, SA11) (SB13 to SB15)	Demonstra tion/ activity based learning	PPT, white board, marker, pen, paper, record book	T: 1:30 P: 4:00
10	Undertake business of Organic farming T: 10:00 P: 10:00 (HH:MM)	Economics of organic farming	1.Understand cost and revenue trends in organic farming 2.Understand the cost benefit analysis of a phased organic farming plan 3.Understand govt. subsidies and benefits available for organic farming	AGR/ N1209 (PC1 to PC3) (KB1 to KB4) (SA1 to SA3) (SB1 to SB5)	Demonstra tion/ activity based learning	PPT, white board, marker, record, handouts on Govt. Schemes	T: 3:30 P: 2:00
		Connecting with the market and market intelligence	1.Access market intelligence and demand for organic produce and plan accordingly 2.Understand export oriented strategy vs local demand 3.Understand the consumers' choice in quality and packing 4.Understand own strengths and focusing on it	AGR/ N1209 (PC4 to PC14) (KB5 to KB8) (SA4 to SA6) (SB6 to SB10)	Demonstra tion/ activity based learning	PPT, white board, marker, computer system, record book	T: 3:30 P: 4:00
			5.undertake farm-level value addition 6.Undertake collective marketing by farmer groups 7.Understand branding advantages of organic produce 8.Identify major channels for sales of organic produce including physical and online 9.Maintain networking with retail chains and bulk buyers 10.Create direct connect with consumers 11.Use on-line market intelligence tools				

			1 Target consumer based as				
		Direct Marketing	1.Target consumer based on SEC segmentation 2.Organize of local haats 3.Release publicity literature and campaigns 4.Provide information on quality and benefits of organic foods 5.Demonstrate quality procedures and documents 6.Keep presence in area for long term 7.Convince consumers to register for regular supplies 8.Create a system for weekly supplies in box	AGR/N1209 (PC15 to PC22) (KB9 to KB12) (SA7 to SA9) (SB11 to SB15)	Lecture, group discussion demonstra tion/ activity based learning	PPT, white board, marker, pen, paper, record book, handouts	T: 3:00 P: 4:00
11	Maintain Health & Safety at the work place T: 05:00 P: 05:00 (HH:MM)	Maintaining clean and efficient workplace	1.Undertake basic safety checks before operation of all machinery and vehicles and hazards are reported to the appropriate supervisor 2.Work for which protective clothing or equipment is required is identified and the appropriate protective clothing or equipment is used in performing these duties in accordance with workplace policy. 3.Read and understand the hazards of use and contamination mentioned on the labels of pesticides/fumigants etc 4.Assess risks prior to performing manual handling jobs, and work according to currently recommended safe practice. 5.Use equipment and materials safely and correctly and return the same to designated storage when not in use 6.Dispose of waste safely and correctly in a designated area 7.Recognize risks to bystanders and take action to reduce risk associated with jobs in the workplace 8. Perform work in a manner which minimizes environmental damage all procedures and work instructions for controlling risk are followed closely. 9.Report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger.	AGR/ N9903 (PC1 to PC9) (KA1 to KA6) (SA1 to SA3) (SB1 to SB4)	Demonstra tion/ activity based learning	PPT, white board, marker, mask, hand gloves, hand wash/soap, first aid kit	T: 3:00 P: 3:00

Emergency procedures	1.Follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to emergency. 2.Follow emergency procedures to company standard / workplace requirements 3.Use emergency equipment in accordance with manufacturers' specifications and workplace requirements 4.Provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques 5.Recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate 6.Report details of first aid administered in accordance with workplace procedures.	AGR/N9903 (PC10 to PC15) (KA7 to KA12) (SA4 to SA6) (SB5 to SB7)	Demonstra tion/ activity based learning	PPT, white board, marker, mask, hand gloves, hand wash/soap, first aid kit	T: 2:00 P: 2:00
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Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for ASCI- Organic Grower	
Job Role	Organic Grower
Qualification Pack	AGR/Q1201
Sector Skill Council	Agriculture Skill Council of India

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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
- 4. Individual assessment agencies will create unique evaulations for skill practical for every student at each examination/training center based on this criteria
- 5. To pass the Qualification Pack , every trainee should score a minimum of 70% in aggregate
- 6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

					Marks A	Allocation
Assessment Outcome	Element	Assessment Criteria	Total Marks (1200)	Out of	Theory	Skills Practical
1. AGR/N1201 Undertake planning for	Need and types of Safe farming	PC1. understand the detrimental effects of unsafe farming practices on health and environment		5	2	3
Organic Farming	practices	PC2.get acquainted with different kinds of safe farming practices that exist and their characteristics		5	2	3
		PC3.understand the pros and cons of conventional farming vs. organic farming		10	5	5
		PC4.understand core principles of organic farming		10	5	5
	Transition to	PC5.understand the effects of organic farming on costs and revenue	120	15	7	8
	organic farming	PC6.understand the time and effort commitments required for transition to organic farming		5	3	2
		PC7.understand the phased approach to be taken to transition to organic farming		5	3	2
Diversification of crop	PC8.understand the need for multi- cropping in organic farming		10	5	5	
	PC9.create feasible crop portfolios	1	10	5	5	
	portfolio	PC10.implement multi-crop projects effectively		10	5	5

	Growing	PC11.understand increased crop				
	season plan	vulnerability in organic farming		5	2	3
		PC12.identify seasonal stress on various			2	3
		types of crops		10	5	5
		PC13.identify right crops for rotation		10	5	5
		PC14.create yearly plan		10	6	4
		I		120	60	60
2.AGR/N1202	Selecting	PC1.identify suitable main crop and its				
Seed Selection	crop and	companion crops depending upon the				
and Treatment	companion	suitability of climate and season		15	9	6
under Organic	crops	PC2.plan for multi -crop planting as				
Farming		intercrops, mixed crop, relay crop or		10	5	5
		rrap crop PC3.keep rotation cycle in mind				
				5	2	3
		PC4.plan for sowing or planting methodology		10	5	5
	Selecting	PC5.select pest and disease resistant		10	3	
	suitable seed	varieties suiting to the given agro -				
	variety	climatic and soil situations		5	3	2
		PC6.ensure that seed or planting		_		
		material is not genetically modified		5	2	3
		PC7.identify vendors for authentic organic seed procurement, if not				
		available on -farm		5	2	3
	Seed	PC8. understand the organic practices				
	treatment	for seed treatment	120	10	5	5
		PC9.identify various bio -inputs that		_	2	2
		could be used for seed treatment	_	5	3	2
		PC10.chalk out seed/ planting material treatment plan with:				
		• bio inputs such as biofertilizers, bio -				
		pesticides				
		on-farm made seed protecting aids				
		such as Bijamruth				
		off-farm botanical or organically acceptable chemical alternatives		15	6	9
		PC11.identify vendors of authentic	_	13	0	9
		organic seed treatment inputs		5	3	2
		PC12.prepare bio -inputs for seed				
		treatment in farm: Bijamruth, botanical				
		alternatives etc	_	10	5	5
		PC13.implement seed treatment process appropriately		10	5	5
		PC14.understand acceptable chemical		4.5	_	_
		alternatives, their procurement and use		10	5	5
				120	60	60

3.AGR/N1203	Soil	DC1 understand importance of ten soil				
Soil Nutrient	activation	PC1.understand importance of top soil in organic cultivation				
Management	activation	In organic cultivation				
under Organic			180	5	2	3
Farming		PC2.identify various methods of	1			
1 arrilling		activating microbial activity in top soil		10	5	5
		PC3.prepare various organic inputs that				
		can increase soil microbial activity		10	5	5
		PC4.apply soil activating inputs				
		effectively		10	5	5
	Soil	PC5.undertake soil testing at authorized	1			
	enhancement	centres		10	5	5
		PC6.understand soil test data for soil				
		amendment and manuring		5	2	3
		PC7.select appropriate crops suiting to				
		soil condition		10	5	5
		PC8.calculate nutrient needs based on				
		test report and local crop				
		recommendations		10	5	5
		PC9.prepare the land to get appropriate		_	_	_
		tilth		5	3	2
		PC10.identify various methods adopted				
		in organic farming for building organic		4.0	_	_
		matter in soil	-	10	5	5
		PC11.grow green manure crop and		10	_	-
		incorporate biomass	-	10	5	5
		PC12.use farmyard manure & mineral		10	_	-
		fortified compost	-	10	5	5
		PC13.use other biomass as mulch or soil		10	5	5
		COVER	-	10	3	5
		PC14.prepare vermicompost & vermiwash		15	7	8
			-			
		PC15.prepare dung-urine slurries		5	3	2
		PC16.prepare biodynamic				
		inputs/compost (BD 500, BD 501, Cow		15		7
		Pat pit etc)	-	15	8	7
		PC17.implement various soil				
		enhancement methods effectively:				
		Sanjivak, Jivamrth, Amritpani for microbial enrichment				
		Vermiwash, panchagavy, cattle dung				
		urine-slurry and protein hydrolysates				
		for growth promotion				
		Green manuring and biomass				
		recycling		15	7	8
		PC18.prepare protocols for basal dose				
		application & top dressing		15	8	7
				180	90	90
4.AGR/N1204	Identification	PC1.identify the types of weed in the				
Weed control	of weeds	crop		20	10	10
under Organic	J	PC2.maintain records of the weed and	1	-	_ = =	
Farming		share it with experts		10	5	5
		PC3.explain clearly about the symptoms	1	-		
		and get inputs from experts	120	15	7	8
	Weed	PC4.control weeds during ploughing	120	15	7	8
	Management	PC5.undertake mechanical/manual	1	1.0	,	3
		weeding process at appropriate time to				
		avoid crop damage		20	10	10
		PC6.use mulching sheets for cultivation	1			
		- Solute matering streets for cultivation	<u> </u>	15	8	7

		PC7.use bio-herbicides for weed control wherever feasible		10	5	5
		PC8.use mechanized weed control equipment		15	8	7
				120	60	60
5.AGR/N1205 Irrigation	Irrigation System	PC1.identify characteristics of good irrigation systems		15	7	8
Management under Organic Farming		PC2.identify advantages & disadvantages of irrigation channels and watering through hose, buckets etc.		15	8	7
		PC3.interact with micro irrigation expert and get feedback on the usage of specific applicable irrigation methods to be adopted		10	5	5
	Proper Irrigation	PC4.ensure appropriate water supply at various life stages of the crop as per each stage requirement	120	20	10	10
		PC5.ensure spread of water in the entire field		15	7	8
		PC6.ensure proper water drainage		10	5	5
		PC7.adopt micro irrigation techniques (drip irrigation using appropriate equipment, sprinklers) based on the requirement of specific crops		20	10	10
		PC8.identify disease due to increase in moisture/water content and take measures to control them		15	7	8
				120	59	61
6.AGR/N1206	Pest and	PC1.identify different types of pests		5	2	3
Integrated Pest and Disease	disease Identification	PC2.identify stages of crop and pest incidence		10	5	5
Management under Organic		PC3.diagnose symptoms and extent of damage		10	5	5
Farming		PC4.understand major crop diseases and identify the specific disease in the crop		10	5	5
		PC5.identify crop stage and disease incidence disease calendar		5	2	3
		PC6.identify early symptoms of various types of diseases	180	10	5	5
		PC7. understand the different mode of transmissions of disease such as implements, vectors, water, rain, wind	100			
		etc.	-	3	1	2
	Preventive and	PC8.use resistant varieties	_	5	3	2
	Curative Care	PC9.undertake pruning of plant if affected by diseases (if need arises)		5	3	2
	Care	PC10.select resistant varieties		8	4	4
		PC11.perform crop rotation with suitable and recommended crops		5	3	2
		PC12.select suitable crop combinations as intercrops, border crops and trap		5	3	2

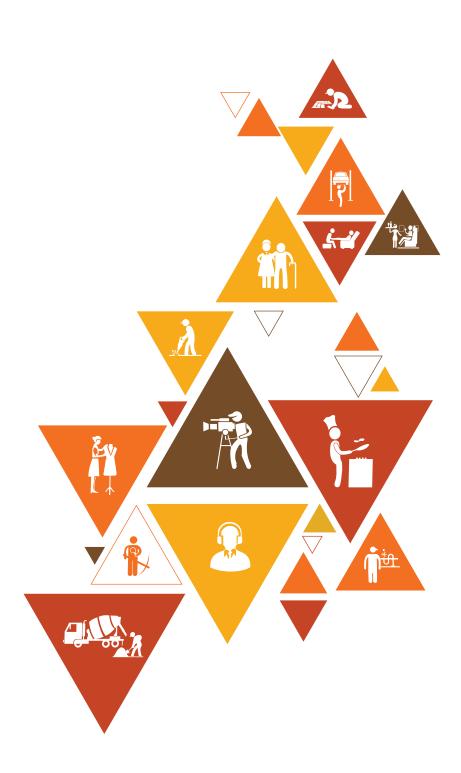
		crops				
		PC13.undertake deep plugging in				
		summer, keep field clean and destroy				
		infested plant debris and field sanitation		5	3	2
		PC14.remove alternate hosts such as				
		weeds		6	3	3
		PC15.perform mulching		10	5	5
		PC16.perform mechanical/manual				
		weeding as and when required		10	5	5
		PC17.use various types of traps			_	_
		(mechanical and manual)		10	5	5
		PC18.understand natural enemies of the				
		pest such as lady bird, ground beet les etc.		10	5	5
		PC19.release beneficial insects	-		_	
				3	2	1
		PC20.use hoverfly and adopt them for		10	_	-
		pest control		10	5	5
		PC21.identify various types of bio- pesticides and their vendors		5	2	3
		PC22.prepare different bio-pesticides at		J		3
		farm		5	2	3
		PC23.use various botanical extracts for			_	
		different types of pest & diseases		5	2	3
		PC24.apply recommended dose of bio-				
		inputs at appropriate time & interval		10	5	5
		PC25.use chemical alternatives]			
		acceptable in organic farming		10	5	5
				180	90	90
7.AGR/N1207	Harvesting	PC1. identify the appropriate harvesting				
Harvest and		method		10	5	5
Post-harvest		PC2. harvest the crop at appropriate				
Management		stage		10	5	5
under Organic		PC3. harvest the crop at right time		10	5	5
Farming		PC4. harvest the crop based on use and				
	_	distance from the market		10	5	5
	Storage &	PC5. undertake grading of the crops		15	7	8
	post-harvest	PC6.maintain ideal storage condition	120	15	9	6
	management	PC7.use organically acceptable				
		fumigation systems during storage		10	5	5
		PC8. use cold storage facility		15	8	7
		PC9. undertake packaging as per the	1			
		requirement of the client/buyer		10	5	5
		PC10. transport organic produce as				
		detailed by the client/buyer		5	2	3
		PC11. undertake marketing of the crop		10	5	5
				120	61	59
8.AGR/N1208	Third Party	PC1.understand different types of				
Undertake	Certification	certification available for organic				
Quality	process	produce	120			
Assurance &		:Third party certification & Participatory		3	2	1
Certification in		guarantee systems		_		_
		PC2.identify procedures and timelines		2	1	1

Organic		for applying for certification				
Farming						
Tarriing		PC3.understand quality checks (one-				
		time and recurring) for obtaining and		2	4	2
		maintaining certification		3	1	2
		PC4.study the organic standards in				
		detail for every aspect of farming,		_	_	_
		including storage, transport and sale		2	1	1
		PC5.comply with the standards related				
		to farm facilities and production				
		methods		3	2	1
		PC6.maintain detailed farm history and				
		current set-up, and usually including				
		Results of soil and water tests.		3	1	2
		PC7.submit application to the				
		certification agency in the prescribed				
		format with necessary farm and process				
		details		2	1	1
		PC8.submit a written annual production				
		plan detailing everything from seed to				
		sale: seed sources, field and crop				
		locations, fertilization and pest control				
		activities, harvest methods, storage				
		locations, etc.		8	4	4
		PC9.sign agreement with certification	1			
		body		2	1	1
		PC10.adhere to the standards				
		recommended by the certification body		4	2	2
		PC11.pay fee to the certification body		-	_	_
		for annual surveillance and for				
		facilitating a mark which is acceptable in				
		the market as symbol of quality		4	2	2
		PC12.schedule annual on-farm		7		
		inspections with a physical tour,				
		examination of records, and an oral				
		interview		2	1	1
					1	1
		PC13.maintain day-to-day farming and		1	1	0
		marketing records, covering all activities		1	1	0
		PC14.make available the documents &				
		records for inspection as and when		-	2	2
		required		5	3	2
		PC15.comply to non-compliances, if any		2	1	۱ ،
		raised by the certification body		3	1	2
		PC16.ensure to follow-up for		_	4	
		certification after the inspection		2	1	1
		PC17.release the stock for sale with				
		Certification Mark (India Organic Logo)		_	_	
		only after certification is granted		3	2	1
	Risk	PC18.understand procedure for risk				
	management	assessment		3	2	1
	in compliance	PC19.undertake parallel and split				
	of standards	production, part conversion		2	1	1
		PC20.use machine tools averting				
		contamination		2	1	1
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contamination PC22_prevent contamination by water and air drift PC23_document risk management initiatives Participatory guarantee system System Participatory guarantee system PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for PC5 group formation PC25_adhere to the basic requirements for group making, PC5 pledge PC27_adopt PC65 standards PC25_adhere to the basic requirements for group making, PC5 pledge PC27_adopt PC65 standards PC25_adhere to the basic requirements for group making, PC35_adhere to the basic requirements for group making and share vision & operational issues PC25_adhere to the basic requirements for group making, PC35_adhere to the basic requirements for group making and basic documentations on field history PC23_amaintain internal inspection sheets and peer appraisals PC33_amaintain internal inspection sheets and peer appraisals PC33_amaintain internal inspection and analyze peer appraisals and decision making PC35_amaintain internal inspection and analyze peer appraisals and decision making PC35_amaintain field/farm, diary PC34_analyze external inspection and analyze peer appraisals and decision if required in PC5 PC36_certification decisions to Regional Council and revision of decision if required in PC5 PC36_certification decision to Regional Council and revision of decision if required in PC5 PC36_certification decision to Regional Council and revision of decision if required in PC5 PC36_certification decision to Regional Council and revision of decision if required in PC5. PC38_amaintain documents for traceability PC41_ensure traceability in Third party certification PC5 to the point of a page of the poi						I	
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Undertake Business of Organic Farming PC2.understand the cost benefit analysis of a phased organic farming plan PC3.understand govt. subsidies and	9 AGR/N1209	Franchics of	PC1 understand cost and revenue				
Organic Farming PC2.understand the cost benefit analysis of a phased organic farming plan PC3.understand govt. subsidies and	Undertake	organic					
Farming PC2.understand the cost benefit analysis of a phased organic farming plan 4 2 PC3.understand govt. subsidies and		farming			4	2	2
PC3.understand govt. subsidies and	_		analysis of a phased organic farming	60	_		
			•		4	2	2
			benefits available for organic farming		2	1	1
Connecting PC4.acess market intelligence and with the demand for organic produce and plan 2 1					2	1	1

	market and	accordingly				
	market	PC5.understand export oriented				
	intelligence	strategy vs. local demand		4	2	2
		PC6.understand the consumers choice				
		in quality and packing		2	1	1
		PC7.understand own strengths and		2	4	4
		focusing on it		2	1	1
		PC8.undertake farm-level value addition		2	1	1
		PC9.undertake collective marketing by farmer groups		2	1	1
		PC10.understand branding advantages				
		of organic produce		2	1	1
		PC11.identify major channels for sales				
		of organic produce including physical and online		2	1	1
		PC12.maintain networking with retail				
		chains and bulk buyers		2	1	1
		PC13.create direct connect with		2	4	4
		consumers		2	1	1
		PC14.use on-line market intelligence tools		2	1	1
	Attempting	PC15.target consumer based on SEC				
	direct	segmentation		4	2	2
	marketing	DC1C auranias afterally acts				
		PC16.organize of local haats PC17.release publicity literature and		2	1	1
		campaigns		1	0	1
		PC18.provide information on quality and benefits of organic foods		3	2	1
		PC19.demonstrate quality procedures and documents		4	2	2
		PC20.keep presence in area for long		4		
		term		4	2	2
		PC21.convince consumers to register for				
		regular supplies		4	2	2
		PC22.create a system for weekly supplies in Box		4	2	2
				60	30	30
		PC1. undertake basic safety checks				
		before operation of all machinery and				
		vehicles and hazards are reported to the		_	_	_
		appropriate supervisor		5	3	2
10.		PC2. work for which protective clothing				
AGR/N9903	Maintaining	or equipment is required is identified and the appropriate protective clothing				
Maintain	clean and	or equipment is used in performing	60			
Health and	efficient	these duties in accordance with				
safety at the	workplace	Workplace policy.		5	2	3
workplace		PC3. read and understand the hazards				
		of use and contamination mentioned on				
		the labels of pesticides/fumigants etc.		5	2	3
		PC4. assess risks prior to performing manual handling jobs, and work		4	2	2
1	I	mandar nanding jobs, and work				

		according to currently recommended Safe practice.				
		PC5. use equipment and materials safely and correctly and return the same		_	_	
		to designated storage when not in use		5	3	2
		PC6. dispose of waste safely and correctly in a designated area		4	2	2
		PC7. recognize risks to bystanders and				
		take action to reduce risk associated with jobs in the workplace		4	2	2
		PC8. perform your work in a manner		4		
		which minimizes environmental damage				
		all procedures and work instructions for				
		Controlling risk are followed closely.		3	1	2
		PC9. report any accidents, incidents or				
		problems without delay to an				
		appropriate person and take necessary				
		immediate action to reduce further Danger.		3	1	2
		PC10. follow procedures for dealing		3	1	
		with accidents, fires and emergencies,				
		including communicating location and				
		Directions to emergency.		4	2	2
		PC11. follow emergency procedures to				
		company standard / workplace				
		requirements		3	1	2
		PC12. use emergency equipment in				
	Render	accordance with manufacturers'				
	appropriate	specifications and workplace requirements		5	3	2
	emergency	PC13. provide treatment appropriate to			3	
	procedures	the patient's injuries in accordance with				
		recognized first aid techniques		4	2	2
		PC14. recover (if practical), clean,				
		inspect/test, refurbish, replace and				
		store the first aid equipment as				
		appropriate		3	2	1
		PC15. report details of first aid				
		administered in accordance with		2	_	_
		Workplace procedures.		3	2	1
				60	30	30
			1200	1200	600	600









Transforming the skill landscape



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