







Facilitator Guide







Sector
Tourism & Hospitality

Sub-Sector Hotels

Occupation Food & Beverage Service

Reference ID: THC/Q0301, Version 1.0

NSQF Level: 4

Food & Beverage
Service Steward

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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 ModiPrime Minister of India



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-About this Guide

This Facilitator Guide is designed to enable training for the Food & Beverage Service-Steward Qualification Pack (QP). Each National Occupational Standard (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

The guide aims to build trainer capability to deliver training programs by:

- Assisting a trainer to create conducive environment for learning
- Establishing standardization in training content and delivery
- Providing necessary knowledge and information on the Qualification Pack-National Occupational Standards for Food & Beverage Service Steward

Providing learning/reference material comprising Facilitation Notes, Tips, What to Say, What to Do, What to Ask etc. thereby enhancing quality of training delivery.

Symbols Used















Objectives

Do

Field Visit

Team Activity

Activity Ask

Explain















Activity

Practical

Demonstrate

Resources

Tips

Steps

Facilitation Notes













Elaborate

Example

Say

Learning Outcomes Summarize

Role Play

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1. The Food and Beverage Establishment

Unit 1.1 - Food and beverage establishments

Unit 1.2 - Job responsibility and organization structure

Unit 1.3 - Career development

Unit 1.4 - Employment and entitlements





Key Learning Outcomes 👸



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

- 1. Describe the food and beverage service industry
- 2. Explain the drivers of food and beverage industry
- 3. Explain the various roles and functions within an organization
- 4. Explain expectations of others from personnel in a food and beverage service establishment
- 5. Explain what skills, attitudes and behavior is required for progression in the industry
- 6. Explain how one can acquire capabilities required to progress in the industry
- 7. Describe employee rights and entitlements in a job

UNIT 1.1: Food and Beverage Establishments

-Unit Objectives | ©



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

- 1. Describe the food and beverage services industry
- 2. Explain the drivers of food and beverage service industry

- Ask ask



- · Name various Food and beverage service outlets students have visited
- Ask the students to differentiate among the various outlets

- Notes for Facilitation



- You could ask the students what they know about the food and beverage industry in India
- Give students some time to think about how food and beverage service industry has changed in the last five
- Set the context and describe the food and beverage service establishments



- Food and beverage service is a means to provide food and beverage in a assigned place
- · Food and Beverage is consumed for necessity and recreational purposes. There are various organizations that serve food and beverage to captive, invited or walk-in audiences
- Tell students that people dine out for Convenience, Socialize, Experience, Entertainment, Satiate the hunger and for Celebration
- Tell students that Food and Beverage Service can be Commercial (for profit) and Non-Commercial (Not to earn profit). Also introduce the students about transport catering such as Railways, Cruise liners, Roadways and Airline Catering

Why People Dine Out?

- To escape from boredom
- To socialize
- · To be waited on
- To have food and environment different from those one has at home
- For convenience
- For new experience
- For self-esteem (in case of up-scale restaurant)

Explain 🏋



- 1. Various types of food service outlets are:
 - Restaurant's (in hotels) and Standalone restaurants
 - Fine dining restaurant
 - Specialty restaurant
 - Bhojnalayas
 - · Hospitals Canteen
 - · Coffee shop
 - Cafeterias
 - · Guest houses
 - Dhabas
 - Outdoor catering
 - Prisons
 - Industry canteens
 - School & college canteen
 - Banquets
 - Welfare institutions (shelters, etc.)
 - Room service (hotels)
 - Drive-ins
 - Pubs & bars
 - Discotheques
 - Ships & cruises
 - Airlines
- 2. Explain the factors that govern the people's choice for choosing a particular establishment to dine such as:
- Price and budget
 - Status
 - Quality
 - Occasion
 - Distance and proximity
 - Loyalty
 - Familiarity/consistency
 - · Portion sizes
 - Uniqueness
 - · Special offers and events
 - Other patrons or customers
 - Critics ratings and reviews
 - Atmosphere
- 3. Explain different factors on the account of which customers describe the tag of high quality, such as:
- · Taste of food
 - Hygiene
 - Locality
 - Service standards
 - Ambience and atmosphere

Notes for Facilitation



• Show the Videos of various specialty restaurant like Chinese, Multi cuisine Restaurant, pub, bar to the students and ask then to differentiate between them.

- Ask



- Ask the students to list down any five food and beverage service outlets
- Ask students to identify the difference between coffee shop, fine dining, bar and discotheque

Summarize



- Summarize about the food and beverage service industry
- Summarize about the various types of food service outlets
- Summarize the features of various food service outlets

– Notes 📋 –––––––––––––––––––––––––––––––––––
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UNIT 1.2: Job Responsibility and Organization Structure

-Unit Objectives | ©



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

- 1. Explain the various roles and functions within an organization
- 2. Explain expectations of others from personnel in a food and beverage service establishment

- Ask



• Students what to do they understand by job roles, have they observed the various roles of staff working in the restaurant.



- In a five-star hotel there are many departments which is required to run a hotel smoothly. Among them front office, housekeeping, food production and f & b service departments are considered as core departments whereas human resource department, i.t department, sales department, accounts, purchasing department also works
- In some hotel's front office department and housekeeping department are merged in one department known as room division department
- There are many restaurants inside the hotel such as coffee shop, in room dining/room service/ specialty restaurant and bar which operates under food and beverage service department.
- In a restaurant there are many team members, and all are assigned various job roles
- Tell the students about organizational hierarchy of a fine dining restaurant starting from restaurant manager, assistant restaurant manager, captain, steward, host/hostess, bartender, barista, sommelier, cashier and food and beverage controller
- Tell students the job roles of every member of organizational hierarchy of a fine dining Restaurant
- Tell about attributes of a steward and the importance of hygiene for food & beverage steward

Explain | 🚏



- Show the organizational hierarchy chart to the students and brief them about the duties of each
- Show the sample organization chart of a hotel, mentioning about various departments of a hotel

Though different food and beverage establishments have different service designs and service formats, which may mean that in different organizations the responsibilities may vary slightly, yet some of the common and core responsibilities are as follows:

- Welcome and greets guests
- Seat them and present them with the menu
- Serve water and other standard items as per service design
- Assist guest in selecting food and beverage items by providing necessary information and suggestions
- Take food and beverage orders from the guest, note any special instructions
- Inform kitchen manually or through a Point of Sale system of the order, include special instructions received from the guest

- Pick-up the order from the pick-up point
- Serve the food and beverage items ordered
- Attend to guest needs during the entire service experience
- Clear tables, clean and replenish items as per requirement
- Prepare and present the invoice (bill/check) to the guest, collect payment, issue receipts, return the change
- Collect feedback from the guest on the experience
- Communicate to the guest and provide assistance with their queries, also handle complaints and special requests
- Coordinate with kitchen staff, bar staff, cashier and others to ensure smooth operation and guest satisfaction
- Prepare for service prior to opening, by carrying out cleaning tasks, arranging furniture, stacking equipment, supplies, achieving service layout, etc.
- Collect necessary information on special items, menu, other important aspects impacting service
- Adhere to organizational grooming and appearance standards consistently

Notes for Facilitation



• Show the PowerPoint presentation to the various department of hotel.

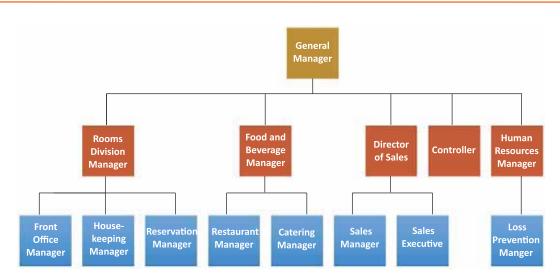
Explain the terms used in other language for various job roles

American	English	French
Restaurant manager	Restaurant manager	Directeur de restaurant
Head waiter	Senior captain	Maitre d'hotel
Station waiter	Captain	Chef de rang
	Assistant captain	Demi chef de rang
Waiter	Senior steward / Steward	Commis de rang
Assistant waiter	Assistant steward	Commis debarasseur
Trainee	Apprentice	Debarasseur

Table 1.2.1 Common use term in restaurant

Job roles and hierarchy

Each organization and department usually has a number of people working in it with different roles and responsibilities. These people usually work within a framework which defines their role and its relationship to other roles and departments in the organization. This is called hierarchy and depicted in the form of an organization structure chart.



Sample organization chart

Fig 1.2.1 Job roles and hierarchy in an organisation

Basic duties of a Steward

- Reports to senior captain / captain to receive necessary instruction for the shift and for any changes in the menu
- Attends briefing taken by Senior Captain or Maitre d'hotel
- Sets the assigned tables and ensures that the sideboard and back area is well-stocked with linen, silverware, glassware, chinaware and other required items
- Greets guests and assists the host/hostess in seating guest
- · Order taking and recording
- Recommends dishes from the menu
- Observes the guests in order to anticipate any additional request and to perceive when the meal has been completed
- Clear the table after the meal is over and reset the table for next guest
- Maintaining good guest and staff relations.
- Performs other tasks as directed by the supervisor.
- Sometimes steward is also required to perform other duties such as singing birthday.
- Songs for guests.
- Ensures that guest enjoy their meal and leave the restaurant fully satisfied by the food and service provided to them.

- Activity



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Jumble the service order and ask them to correct order quickly.
- Discuss the observations one by one and explain so they know the correct order of guest service.

−Notes = −	
	
	

UNIT 1.3: Career Development

-Unit Objectives | ©



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

- 1. Explain what skills, attitudes and behavior is required for progression in the industry
- 2. Explain how one can acquire capabilities required to progress in the industry

- Ask es



• Students to think of any three qualities required to be a good food and beverage professional?

Resources to be Used @



Pen, pencil, white board, white board marker, duster



In restaurants it is expected from Food and beverage service steward to carry out certain duties and responsibilities. They require a variety of skills and knowledge in order to operate effectively and efficiently for the smooth operation of the restaurants. To accomplish the task Food and beverage service steward must require practical as well as theoretical knowledge of the operations. They are committed to provide quality service to the guest as any mistake done by them can lead to dissatisfaction among guest. They all work with a team spirit for the effective and smooth operation of the restaurant. For being a successful Food and beverage service steward must possess the right attitude, knowledge and skills.

Explain



It is very important for the Food and beverage service steward to possess right attitude, skills and knowledge for being successful:

- a. Attitude: Food and beverage service steward steward must carry the positive attitude towards works and the customer. He should not only be servile but also anticipate the customer's need, for the same a careful watch should be kept on customers at all times during the service without staring. Care should always be taken when dealing with difficult customers. Customers should never be argued with as this will only aggravate the situation, but all complaints should be referred to someone in authority in the food service area. Self-motivated, optimism, confident, Integrity, commitment is very much required for Food and beverage service steward.
- b. Knowledge: Food and beverage service steward should have the proper knowledge about types of food and drinks offered in the menu along with the price, ingredients used and cooking method so that he can make the suggestions to the customer. Furthermore, they must know how to serve correctly each dish on the menu, what its accompaniments are and its appropriate garnish, and also how to serve various types of drink, in the correct glass and at the right temperature.

- c. Skills: Skills are the expertise or talent needed in order to do a job or task. To be a successful F&B steward following skill are of utmost importance:
- Taking customers order correctly
- Safely handle food and beverages
- Exceptional customers service
- Time management
- Hard skill such as -Ability to count money, Operating computer, safe food handling procedures
- Soft skills such as good communication skills, customer service and many more.

-Notes for Facilitation 🗐



• Tell students about the importance of attitude knowledge and skills required to be good Food and beverage service steward.

–Notes 📋 ––––	
	
	
	

UNIT 1.4: Employment and Entitlements

-Unit Objectives | ©



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

- 1. Explain the various types of employment
- 2. Describe employee rights and entitlements in a job

Sav



As nowadays most of the people dine out and due to increase in the disposable income of a man there is a rise in restaurants not only in big and metro cities but also in smaller cities which as a result have lots of job opportunities for the F&B steward. These restaurants are usually open every day of the week and for many hours each day, so employees can have flexible schedules. The downside is that these schedules often include working on weekends and holidays. Apart from a good salary working as a F&B steward does have other benefits such as gratuity, PPF, medical facilities, ESI and many more.

Explain |



Food and beverage service steward work under various terms of employment which are as below:

- 1. Types of employment
 - Contractual Employment
 - Salaried / Permanent employment
 - Part Time employment
 - Full Time employment
 - Internship
 - Apprenticeship
- 2. Explain various work shifts
 - Morning Shift
 - Afternoon shift
 - · Night Shift
 - Broken / Break shift
- 3. Salary and other entitlements such as PPF, ESI, Medical facilities, gratuity and many more
- 4. Leaves such as Casual Leave, Medical leave, Work off, Compensatory off and many more.

-Notes for Facilitation 🗐



• In brief explain the career growth of food and beverage service personnel. Also mention about the types of employment, working shifts, salary and other benefits

- Summarize 🔎



- Brief about factor that governing people's choice for dine outside.
- Brief about Key responsibilities of food and beverage service steward.
- $\bullet \ \ \mathsf{Discuss} \ \mathsf{in} \ \mathsf{brief} \ \mathsf{about} \ \mathsf{barriers} \ \mathsf{in} \ \mathsf{learning}.$

-Notes 📋	
Notes 📃	











2. Menu Knowledge - Food

- Unit 2.1 Aspects of dish on the Menu
- Unit 2.2 Non-vegetarian & sea food
- Unit 2.3 Vegetarian food
- Unit 2.4 Dairy products
- Unit 2.5 Herbs & condiments
- Unit 2.6 Breads
- Unit 2.7 International cuisines
- Unit 2.8 Indian cuisines
- Unit 2.9 Methods of food preparation



THC/N0301

Key Learning Outcomes 💆



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

- 1. Explain how to take food and beverage orders accurately
- 2. Explain the procedure of handling guest queries in relation to the menu and availability
- 3. Explain how to assist guest for food and beverage selections
- 4. Describe various dishes and its ingredients

UNIT 2.1: Aspects of Dish on the Menu

-Unit Objectives | 🎯 |



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

- 1. Explain importance of various aspects of menu knowledge important for customer satisfaction
- 2. Define various menu related terms

Ask



• What do they understand by the term Menu and have they seen a copy of a Menu before in a restaurant.

-Resources to be Used



• Carry various samples of menu- Ala Carte, Table d' hote and others, pen, pencil, white board marker, white board and duster.

-Say



Menu also known as the Bill of Fare, is the list of the food items available in the restaurant to be served to the guests. Menu can be *Ala carte* or Table d' hote.

Menu is divided into courses

- Starters
- Entrées
- Main courses
- Desserts

Instead of having to remember twenty (or more!) dishes, simply remember how many of each dish you have – for instance: five starters, three entrées, eight main courses and four desserts. It is important to have a thorough knowledge of the dishes available in the menu along with their cooking methods and accompaniments.

- Demonstrate



Menu has the elements:

- Information
- Order
- Choice
- Image
- Sales

Step 1: Divide the menu into courses

- Starters
- Entrée
- Main Courses
- Desserts

Instead of having to remember twenty (or more) dishes, simply remember how many of each dish you have – for instance five starters, three entrees, eight main courses and four desserts.

Step 2: Highlight the dishes main ingredients and cooking methods

Main Ingredients	Cooking Methods
Meat (mutton)	Steamed
 Poultry 	Deep fry
• Fish	Boiled
Vegetarian	Grilled

Step 3: Accompaniments – Starch – vegetable and sauce



• Types of menu – A la Carte, Table d' hote, Kids Menu, Cyclic menu

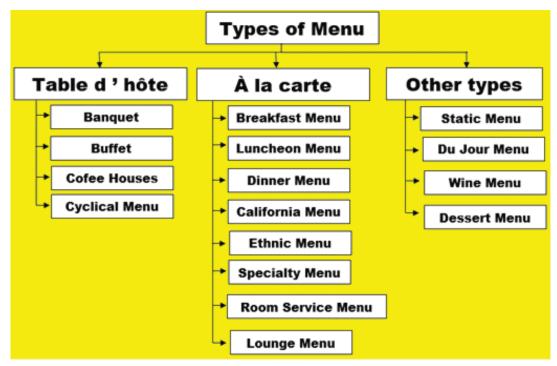


Fig 2.1.1 Types of menu

• Explain the 17-course menu with examples in each course

17 course classical menu

This legendary full classic French full course dinner consists of 17 menus from appetiser to dessert and ended with a drink.

- 1. Hors-doeuvre/Appetiser
- 2. Potage/Soup
- 3. Oeuf/Egg
- 4. Farinaceous / Farineaux / Pasta or Rice
- 5. Poisson/Fish
- 6. Entrée / Entree
- 7. Sorbet/Sorbet
- 8. Releves/Joints
- 9. Roti/Roast
- 10. Legumes / Vegetables
- 11. Salades / Salad
- 12. Buffet Froid / Cold Buffet
- 13. Entremets / Sweets
- 14. Savoureux / Savory
- 15. Fromage / Cheese
- 16. Dessert / Cut Fruits & Nuts
- 17. Boissons / Beverage

Also mention how this 17-course menu is divided into 13 course menu

French	English	13 Course Menu
1. Hors-d oeuvre	Appetiser	
2. Hotage	Soup	Starter
3. Oeuf	Egg	
4. Farinaceous / Farineaux	Pasta or Rice	
5. Poisson	Fish	
6. Entrée	Entree	
7. Sorbet	Sorbet	
8. Releves Joints		Main-Course
9. Roti	Roast	
10. Legumes	Vegetables	
11. Entremets	Sweets	
12. Savoureux	Savory	After
13. Dessert	Cut Fruits & Nuts	

Table 2.1.1 Thirteen course french classical Menu

Some other information on menus include:

- Calories
- Time for preparation and/ or pre-ordering times
- Reservation policy
- About the cuisine

Information usually found on common menus:

- Name of the establishment
- Address and contact details of establishment
- Hours of opera on and availability of dishes
- Category of food and beverage
- Vegetarian and non-vegetarian sections or items
- Courses available
- Name of the dishes
- Description of the dishes
- **Prices**
- Taxes, levies and other charges

⁻Notes for Facilitation 🗐



- You may show the videos to the students types of menu
- You show the various types of menu related to restaurant according to serving different cuisines to guest like, Indian Chinese, etc.
- You may also ask the students where Ala carte menu is followed and in which place Table d' hote menu is followed

UNIT 2.2: Non-Vegetarian & Seafood

−Unit Objectives 🔯



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

- 1. Differentiate between various types of non-vegetarian dishes
- 2. Classify different types of fish

- Ask



- Name any five Chicken based dish, mutton base dish and fish base dish
- Name any three types of fish

-Say



The different types of non-vegetarian dishes are made from:

- Poultry
- Meat
- Sea food

−Notes for Facilitation 🗐



- Discuss about the name of various Non- Vegetarian Starters.
- Collect the pictures of different types of fish used in preparation of dishes.

- Notes 🗒



UNIT 2.3: Vegetarian

-Unit Objectives | ©



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

- 1. Differentiate between various types of vegetables
- 2. Explain how fruits contribute in preparation of dishes

- Ask |



• To tell the names of any ten vegetables

-Say



• Fruits are the edible seed-bearing portion of some cultivated or wild shrubs, trees and plants. It can be eaten raw, cooked or in many other forms. A fruit is used widely in the preparation of various food dishes.

-Notes for Facilitation



• Instruct the students collect the pictures of continental vegetable and fruits used in various food preparation.

-Field Visit



Visit nearby vegetable market and list down the following along with their price:

- Five continental fruits
- Five continental vegetables
- Five lettuces.

- Notes 🖺



UNIT 2.4: Dairy Products

-Unit Objectives | ©



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

1. Explian about different types of dairy products and their use in dishes

Ask



To tell the various by products of Milk

Sav



- · Dairy food sources include food products derived from milk of various animals, like cow, goat, buffalo, camel, sheep, horses, etc. Milk can be categorized under the following heads based on its fat content:
- Full cream
- · Toned or single-toned
- Double toned
- · Skimmed milk

Milk

- Milk is usually derived from cow, buffalo, goat, ewe, camel, yaks or horse
- Milk can be had fresh or pasteurized to increase shelf life
- · Milk is boiled to at least 72 degrees Celsius for 15 seconds in approved equipment so that it becomes safe for human consumption. This also destroys the pathogenic micro-organisms in raw milk and to increase its shelf life.

Cheese

 It is made from milk protein and fat coagulated using enzymes or acids, comes in many varieties. Cheese may be classified based on hardness or softness, type of milk used and place of origin

Butter

- Butter is usually made by churning fresh or fermented cream or milk.
- It generally contains fat, proteins and water. Butter may be fresh or pasteurized.
- Butter is usually available in the market and are sold in open, packaged (chiplets, blocks or plastic packs). It may be flavored.

Yoghurt (Dahi)

- · Produced by the bacterial fermentation of milk, it may be served flavored or plain. It can be packaged or homemade.
- 46

Ghee

Clarified butter is called Ghee; once butter is heated the resultant is strained to derive ghee.

Explain



Cheese a dairy product made from coagulated milk, cream or a mixture of these, drained in a mould, fermented and cooked. Different degrees of heat and pressure applied produce different type of cheese. The longer the cheese is pressed, harder the texture. Cheese is a valuable product in terms of nutrients. It has roughly 1/3rd of protein, 1/3rd fat and 1/3rd of water. Cheese is available in processed form. Processed cheeses are made by grinding the cheese and then cooking in a vacuum cooker.

They are then molded and packed. Natural cheese is categorized in to:

- Soft or cream cheese
- Semi hard cheese
- Hard cheese
- Blue cheese: The blue color is imparted by skewering the cheese with copper wires and then introducing a type of penicillin mould into the cheese.
- · Cheese should be stored in cool dark place to avoid drying or sweating. It should be wrapped in greaseproof paper & kept away from foods of strong flavor otherwise it absorbs flavor. Cheese is used in salads, soups, sandwiches, canapés, hors-d'oeuvres & desserts. They are also served at the end of the meal. Indian Cottage cheese (paneer) is used in curries, pagodas and so on.

Cheese	Country	Texture
Boursin	France	Cream
Mascarpone	Italy	Cream
Ricotta	Italy	Soft
Feta	Greece	Soft
Mozzarella	Italy	Soft
Brie	France	Soft
Camembert	France	Soft
Bel Paese	Italy	Soft
Cheddar	England	Semi-hard
Gouda	Holland	Semi-hard
Emmenthal	Switzerland	Semi-hard
Parmesan	Italy	Hard
Edam	Holland	Hard
Gruyere	Switzerland	Hard
Stilton	England	Blue veined
Gorgonzola	Italy	Blue veined
Roquefort	France	Blue veined

Table 2.4.1 Famous Cheese with Country of Origin

-Notes for Facilitation 🗐



• Show the video on the uses of Dairy products in the food and beverage industry or in the hotel industry.

-Field Visit



• Visit nearby departmental stores in your city and find out the various types of cheeses available.

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- Notes 📋	
 	
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UNIT 2.5: Herbs & Condiments

-Unit Objectives | ©



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

1. Describe different types of herbs and condiments used in food and service establishment



- The name "herb" comes from the Latin word "herba", meaning grass or herbage.
- Herbs have been the main source of medicine throughout human history.
- Culinary herbs are fresh or dried leaves used as food flavoring. There are literally hundreds of plants that can be grown for this purpose.
- Some of the more popular commercially grown herbs include basil, cilantro, chives, dill, mint, oregano, parsley, rosemary, sage and thyme.
- Both herbs and spices enhance the flavor of foods, and many have medicinal and nutritional properties. Herbs are the aromatic leaves of the fresh or dried plants whereas the spices are the aromatic parts of plants that thrive in the tropical region. They are usually in the form of dried buds, fruits, berries, roots or barks.

-Resources to be Used



• Carry any three types of herbs such as Coriander, Thyme and Rosemary (or any three herbs as available from nearby market)



- Explain to the participants the need and purpose of herbs in cooking.
- Call a volunteer and ask to identify the herbs placed on the table

Explain



- Explain different herbs used in cooking are:
 - Coriander
 - Mint
 - Thyme
 - Basil
 - Rosemary
 - Parsley
- Show pictures of various types of herbs
- Show pictures of different types of condiment and spices

- Condiments and spices: They add special flavor to the food.
- These can be:
 - · Dried seeds
 - Roots
 - Barks
 - · Other vegetable substances that add flavor
 - Show pictures of different types of condiment and spices

Tell students about the following condiments:

1. HP Sauce

- Steak sauce from UK
- Main ingredients in this sauce are malt vinegar, tomato extract, malt vinegar, sugar, raisins, salt, spices, tamarind & onion extract
- This sauce is an excellent accompaniment to all red meats, especially steaks

2. Tabasco Sauce

- This famous sauce made with vinegar, red pepper, salt and vinegar is made in Avery Islands, USA
- This sauce is used to spice up juices, sauces, soups & cocktails
- Comes in different flavours such as Green jalapeno peppers, Habanero, Garlic Pepper, Sweet and spicy and many others
- Used in making Bloody Mary
- 3. Powdered Sugar and Granulated sugar
 - Used in Bar for making sugar syrup and for making drinks

4. Salt

- For making cocktails and to rim a glass
- 5. Ground Black pepper
 - Used in cocktails
- 6. Cinnamon sticks and nutmeg
 - For making cocktails

7. Whip Cream

• For making Irish Coffee and other drinks

8. French Mustard

- French mustard is sold in the form of a paste
- The main production is Dijon
- It is prepared with white wine or vinegar
- It is used as a condiment with meat & charcuterie

9. English Mustard

- English mustard is prepared with milk, mustard powder & cream
- Goes in breakfast
- Preferred with poached fish, charcuterie & meat products

10. Cayenne Pepper

- Cayenne pepper is prepared by coarsely grinding dry pepper, which are long thin variety of red pepper grown in south America & France
- Preferred with pizzas & pastas

11. Grated Parmesan Cheese

- A hard cheese from Italy
- It has a granular texture & yellow colour
- It is offered with pastas and many soups

12. Mango Chutney

- It is an Indian condiment of worldwide repute
- It is made by cooking mangoes with sugar, spices, & vinegar
- It is a standard accompaniment to Indian food

13. Pickles

- An Indian condiment consisting of vegetable or fruits (or both), preserved in spiced vinegar or oil
- A standard accompaniment to Indian food

14. Tomato Ketchup

- A sweet or sour condiment made from tomato puree, vinegar, sugar & spices
- It is served with fried fish, burgers, omelettes and pizzas

15. Vinegar: Vinegar is an acidic liquid that is comes from a variety of sources

- Balsamic a fruity, mild vinegar
- Cider made from apples
- Distilled made from other vinegars, usually malt
- Malt made from barley
- Wine made from wine that is allowed to age and sour
- French vinegar is made by French wine & ageing it in an oak cask

16. Soya Sauce

- A basic condiment with Chinese & Japanese food
- It is called shoyu in Japan & jiangyong in china
- The sauce is made from soybeans, wheat, water & salt
- Soya sauce comes in light & dark varieties & has the same nutritional value as meat extract
- Soya sauce improves with age

17. Worcestershire Sauce

- This dark sauce imparts a rich, tangy flavour to the dish
- It consists of barley malt vinegar, spirit vinegar, molasses, sugar, salt, anchovies, tamarind extract, onions, garlic, spices & other flavourings
- Used in bloody marry cocktail also

18. Maple Syrup

- This is classical accompaniment to pancakes & waffles
- This thick syrup is obtained from the fruit of the maple tree
- At times corn syrup, sugar & water is added to enhance the sweetness

19. White Pepper powder

• This is suited for both, the nutritional & digestive qualities

20. Orange Marmalade

- This is bitter preserves placed as part of centre table appointments during breakfast
- It is prepared from oranges, sugar, citric acid & pectin is added as the gelling agent
- It takes approximately 35g of fruit & 60g of sugar to produce 100g of marmalade

21. Jams/Fruit preserves/Jellies

- Sweet condiments usually made from fruit that are used on toast and other bread items
- It is placed as part of centre table during breakfast

22. Honey

- It is the sweet product that made by bees
- Served in small jars for control purpose
- Served in preserve tray during breakfast

23. Barbecue Sauce

• It is a spicy tomato-based sauce used for chicken and other meats before grilling

24. Teriyaki

• It is a mixture of soy sauce in sweet rice wine. It is good in many oriental dishes

25. Aioli

• Garlic flavoured mayonnaise

26. Capers

• Pickled flower buds lend a piquant sour and salty flavour to salads, dressings, sauces, vegetables and a variety of main dishes

27. Béarnaise

• Another French sauce, Béarnaise is a rich accompaniment to grilled meat and fish

28. Salsa

• Salsa is a fresh Mexican sauce that is made of fresh chopped tomatoes and other vegetables in an acidic base such as lemon juice or vinegar

29. Horseradish

- Horseradish is a uniquely flavoured hot herb that is ground into a paste
- It is good with roast beef and many other meats

-Notes for Facilitation 🗐



• Explain to the students about various herbs and condiments use in food preparation.

-Notes 📋 -			

UNIT 2.6: Breads

-Unit Objectives │◎



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

1. Explain about different types of breads

- Ask



• Can you name any five breads which you have eaten other than Roti (Chapati), Parantha and White Bread?



Bread is a staple food made by making dough with flour and some water and other required ingredients. Dough is then baked or steamed or fried. It may be leavened or unleavened. Yeast and baking soda are leavening (for fermentation) agents. For e.g., naan, roti, phulka, paratha, kulcha, bread rolls, sliced bread (white or brown).

Various types of breads are:

- Naan is a leavened, oven-baked flatbread
- Roti (Chapati) is a whole-wheat based bread
- Kulcha is a type of Naan made from Maida flour
- Sliced bread is a leavened, oven-baked loaf that is sliced

Other types of breads are:

Garlic Naan, Chapati, Butter naan, Bread rolls, Tandoori roti, Brown bread, Tandoori paratha, Whole wheat bread, Pudina paratha, Multi-gran bread, Sheermal, Bagel, Phulka Baguette, Tawa paratha, Garlic bread, Fruit bread, Bhatoora, Banana bread, Puri, Bhakri, Brioche, Croissant, Kulcha, Bun, Luchi, Muffin, Pita

Notes for Facilitation



· Discuss about various types of Indian Bread preparation which is served in the restaurant.

– Notes 📋 ––––––	
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UNIT 2.7: International Cuisine

–Unit Objectives 🔘



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

1. Explain different types of international cuisine

Say



Cuisine is a style or method of cooking, especially as characteristic of a country, region, or establishment. Some famous international cuisines that are served in restaurants are:

- French
- Mexican
- Oriental
- **British**
- Italian

Famous Dishes of these cuisine are as follows:

- French
 - French Onion Soup
 - Lobster Bisque
 - Crepes
 - Quiches

Mexican

- Enchiladas
- Tortilla
- Salsa
- Gazpacho
- Oriental
 - · Spring rolls
 - Sushi
 - Sashimi
 - Chopsuey

British

- · Fish and Chips
- Haggis
- · Bangers and Mash
- Yorkshire Pudding

Italian

- Minestrone Soup
- Pizza
- Lasagne
- Pasta

−Notes for Facilitation 🗐



• Describe about various International Cuisine and instruct students to collect pictures of various international dishes.

−Notes 🗐	
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UNIT 2.8: India Cuisine

-Unit Objectives 🏻 🏻 🗇



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

1. Explain different types of Indian Cuisine

Sav



The traditional food of India has been widely appreciated for its fabulous use of herbs and spices. Indian cuisine is known for its large assortment of dishes. The cooking style varies from region to region and is largely divided into South Indian & North Indian cuisine. India is quite famous for its diverse multi cuisine available in a large number of restaurants and hotel resorts, which is reminiscent of unity in diversity. The staple food in India includes wheat, rice and pulses. In modern times Indian pallete has undergone a lot of change. In the last decade, as a result of globalization, a lot of Indians have travelled to different parts of the world and vice versa there has been a massive influx of people of different nationalities in India. This has resulted in Indianization of various international cuisines. Nowadays, in big metro cities one can find specialized food joints of international cuisines. To know more about the Indian traditional food, read on.

- Bengali Food: Bengali cuisine is appreciated for its fabulous use of panchphoron, a term used to refer to the five essential spices, namely mustard, fenugreek seed, cumin seed, aniseed, and black cumin seed. The specialty of Bengali food lies in the perfect blend of sweet and spicy flavors.
- Gujarati Food: The traditional Gujarati food is primarily vegetarian and has a high nutritional value. The typical Gujarati thali consists of varied kinds of lip-smacking dishes. Gujarati cuisine has so much to offer and each dish has an absolutely different cooking style.
- Kashmiri Food: Kashmiri food that we have today in the restaurants has evolved over the years. Highly influenced by the traditional food of the Kashmiri pundits, it has now taken some of the features of the cooking style adopted in Central Asia, Persia and Afghanistan.
- Mughlai Cuisine: Mughlai cuisine is one of the most popular cuisines, whose origin can be traced back to the times of Mughal Empire. Mughlai cuisine consists of the dishes that were prepared in the kitchens of the royal Mughal Emperors. Indian cuisine is predominantly influenced by the cooking style practiced during the Mughal era.
- Punjabi: The cuisine of Punjab has an enormous variety of mouth-watering vegetarian as well as nonvegetarian dishes. The spice content ranges from minimal to pleasant to high. Punjabi food is usually relished by people of all communities. In Punjab, home cooking differs from the restaurant cooking style.
- Rajasthani Food: The cuisine of Rajasthan is primarily vegetarian and offers a fabulous variety of mouthwatering dishes. The spice content is quite high in comparison to other Indian cuisines, but the food is absolutely scrumptious. Rajasthani's use ghee for cooking most of the dishes. Rajasthani food is well known for its spicy curries and delicious sweets.
- South Indian Cuisine: The cuisine of South India is known for its light, low calorie appetizing dishes. The traditional food of South India is mainly rice based. The cuisine is famous for its wonderful mixing of rice and lentils to prepare yummy lip smacking dosas, vadas, idlis and uttapams.

Activity



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Ask each group to prepare three course menu of various Indian cuisine like Bengali cuisine, Punjabi Cuisine, South Indian Cuisine, Rajasthani Cuisine, Mughlai and Kashmiri cuisine.
- Ask students to explain their menu in front of class.
- Ask others to make notes of observations.
- Discuss the observations one by one and explain so they know the good ways of planning three course menu.

-Notes for Facilitation 🗐



• Describe about various regional cuisine of Indian and instruct students to collect pictures of various regional dishes.

–Notes 📋 –		

UNIT 2.9: Methods of Preparation

-Unit Objectives |©|



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

1. Describe about the various methods of food preparation

- Ask



• Can you name the various methods of cooking food at your home?



- · Cooking is the art of preparing food for consumption with the use of heat or at its most basic, cooking is about the ways in which food is transformed by applying heat to it.
- A cooking method is the way a food item has been prepared.
- Cooking improves the flavor and appeal of food.
- Cooking makes food safe for eating as it kills micro-organisms which may be present in food. Cooking makes food easier to chew and more digestible.
- It also enables better absorption of the nutrients.
- Cooking destroys some of the enzymes which cause food to spoil. It thus prolongs the shelf life of food and maintains its quality.

-Explain



Explain various methods of food preparation:

- Baking
- Stewing
- Roasting
- Stir Frying.
- Deep Frying
- Steaming
- Sauteing
- Barbecuing
- Grilling
- Preserving
- Braising
- Poaching

Notes for Facilitation



• Instruct the student to prepare list of various dishes with their cooking methods

−Notes 📋	









3. Menu Knowledge – Beverage

Unit 3.1 - Types of beverage

Unit 3.2 - Non-alcoholic beverage

Unit 3.3 - Alcoholic beverage





Key Learning Outcomes 👸



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

- 1. Explain various categories of beverage usually served in food and beverage establishments
- 2. Explain various brands and types of beverages within each category of alcoholic and non-alcoholic beverages
- 3. Describe common attributes of various types of beverages with implications for beverage service
- 4. Describe various garnishes and accompaniments that may go along with various types of beverages

UNIT 3.1: Types of Beverages

-Unit Objectives 🏻 🏻 🗇



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

- 1. Explain various categories of beverage usually served in food and beverage establishments
- 2. List various brands and types of beverages within each category of alcoholic and non-alcoholic beverages
- 3. List common attributes of various types of beverages with implications for beverage service
- 4. Identify various garnishes and accompaniments that may go along with various types of beverages

Ask



- Name any ten nonalcoholic beverage which you have tasted
- Ask the reason why people drink

Resources to be Used



· Pen, pencil, white board, white board marker and duster

-Sav



People drink for socializing, quenching thirst, pairing the food and to get flavor. Beverages are liquids specifically prepared for human consumption.

Despite the fact that most beverages, including juice, soft drinks, and carbonated drinks, have some form of water in them, water itself is often not classified as a beverage, and the word beverage has been recurrently defined as not referring to water. There are two types of beverage:

- · Non-alcoholic
- Alcoholic

-Notes



UNIT 3.2: Non-Alcoholic Beverages

-Unit Objectives | ර



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

- 1. Explain various categories of non-alcoholic beverages usually served in food and beverage establishments
- 2. Explain various brands and types of beverages within the category of non-alcoholic beverages
- 3. Describe common attributes of various types of non-alcoholic beverages with implications for beverage service
- 4. Describe various garnishes and accompaniments that may go along with various types of beverages

Say



Non-alcoholic beverages often signify drinks that don't contain alcohol. There are various types of nonalcoholic beverage, which can be put under the following categories. Smoothies, juice, soda, milk, tea, coffee, shakes, mocktails are all an example of nonalcoholic beverages.

- Explain



Non alcoholic beverages are those beverages which quench thrust and can be refreshing, stimulating or nourishing.

- Stimulating drinks are Tea, coffee,
- Refreshing drinks are: Soft drinks, Lemon Soda, carbonated beverages
- Nourishing drinks are: Lassi, Bournvita, Horlicks, Ovaltine

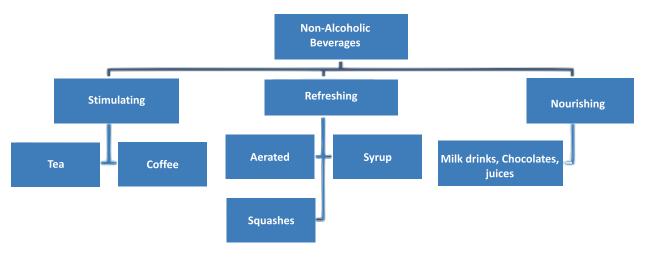


Fig: 3.2.1 Classification of Non Alcoholic Beverages

- Types of tea are: Black tea, white tea, green tea, yellow tea, oolong tea
- Types of coffee preparation are: Espresso, cappuccino, café latte, café mocha
- Mocktails: Non-alcoholic mixed drinks are called mocktails; the term is derived as opposed to cocktails which are alcohol based mixed drinks.
- Example: Fruit punch, Virgin Mojito, Shirley temple, Virgin Mary, Pina colada
- Milk and dairy based drinks: This includes flavored milk, buttermilk, lassi, milk shakes, etc. These may be sold bottled or made fresh.

-Notes for Facilitation



- Show video on various types of nonalcoholic beverages
- Show PowerPoint presentation/ videos on classification of non-alcoholic beverages

Notes —

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UNIT 3.3: Alcoholic Beverages

-Unit Objectives 🏻 🏻 🌣



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

- 1. Explain various categories of alcoholic beverages usually served in food and beverage establishments
- 2. Explain various brands and types of beverages within the category of alcoholic beverages
- 3. Describe common attributes of various types of alcoholic beverages with implications for beverage service

- Ask



- How many of you have ever tasted a wine?
- Don't do anything you know how wine is different from whisky, rum or beer?
- Can you name any three beers brands?

Resources to be Used



Pen,pencil, White Board, White Board marker and Duster

- Say



An alcoholic beverage is a drink containing ethanol, commonly known as alcohol, although in chemistry the definition of an alcohol includes many other compounds. Alcoholic beverages, such as wine, beer, and liquor have been part of human culture and development for thousands of years. Many brands of alcoholic beverages are produced worldwide. Alcoholic beverages can be made from cereals like barley, rice, corn, wheat and fruits such as grapes or sugarcane.

Alcohol beverages are those that include ethanol. Alcoholic beverages are primarily divisible into three categories:

- 1. Beers and beer-based drinks
- 2. Wines and wine-based drinks
- 3. Spirits or spirit-based drinks

-Explain



1. Beer

- Fermented beverages, made by brewing and fermenting starches
- Derived from malted barley, rice, maize or wheat.
- The alcohol content is usually in between 4%-6%, though it may range between 2%-12%.
- Served chilled
- Served from bottles/cans into beer mugs or pilsner glasses
- Beer bottles are usually 650 ml (full bottle) or in pint (330 ml). Cans are available in 330 ml or 550 ml.

Common beers brands include:

- 1. Budweiser
- 2. Corona
- 3. Fosters
- 4. Heineken
- 5. Kingfisher
- 6. Amstel
- 7. Carlsberg
- 8. Royal Challenge
- 9. Cobra
- 10. Stella Artois

2. Wine

- Produced from fermented juice of grapes.
- Grapes can be red or white in color. While red wine can only be made from red grapes, white wine may be made from white or red grapes.
- Fruit wine is produced from fruits such as plums, cherries, or apples.
- Wines are classified as Table Wine (Red Wine, White Wine, Rose Wine), Sparkling wine (Champagne), Fortified Wine (Sherry, Port, Madeira) and Aromatized wine (botanicals such as herbs, roots, flower are added) like Vermouth. Alcohol percentage in the wine is 9% to 16% alcohol by volume (abv) whereas in fortified wine it is 18% to 22% alcohol by volume due to the addition of grape brandy.
- Red wine are served in the temperature of 18 degree Centigrade to 25 degree Centigrade whereas White Wine and Sparkling/Champagne wines are served chilled.

Spirits: Spirits are distilled alcoholic beverage made from grains which contains starch such as barley, rice, corn and wheat. In some cases spirits are also made from sugarcane and potatoes. It may be distilled twice or thrice in a vessel known as Pot still or Patent still. For flavourful spirits Pot still method is used whereas for neutral or less flavourful spirits patent still are used. These spirits are sold as a full bottle (quart) 750 ml, Pint(half bottle) or Nip (quarter). However the bottles of 1 litre, 2 litre and 5 litre are also available. Examples of Spirits are Whisky, Brandy, Rum, Vodka, Tequila, Gin. In restaurants and bars spirits are sold according to peg with the help of peg measure/jigger which may be of small 25 ml or 30 ml and large 50 ml or 60 ml depends on the state government rules and regulation. Examples of spirits are Whisky, Brandy, Rum, Vodka Tequila, Gin.

Whisky or whiskey: Whisky (or whiskey) is the name for a broad category of alcoholic beverages distilled from grains that are subsequently aged in oak casks. Whisky can also be defined as an alcoholic beverage distilled from cereal grains and matured in wood casks. The word whiskey is derived from 'acqua vitae' - or ' water of life'. The grains used to make various types of whisky include barley, malted barley, rye, malted rye, wheat, and maize/corn with a strength of 40-55 % alcohol by volume.

$Some of the popular whiskeys are \ listed \ below:$

Single malt Scotch Whiskies

- Glenfiddich
- Glen Livet
- Laphroaig
- Cardhu
- Glen Morangie
- The Dalmore
- Glen Elgin

Blended Scotch

- Ballantine's
- Chivas Regal
- Cutty Sark
- Johnny Walker
- Dewar's
- Dimple
- J&B
- VAT 69

Canadian

- Glen Breton
- Canadian Mist
- Canadian Club

American Whiskeys

- Jack Daniel's
- Jim Beam
- Maker's mark
- Wild Turkey
- Old Crow

Irish

- Bushmills
- Jameson's Irish
- Tullamore Dew
- Wild Geese

India

- Bagpiper
- Royal Stag
- Antiquity
- Officer's Choice
- Mc Dowell's Signature
- Peter Scot

Brandy: Brandy is the product of distilling wine until the alcohol content is concentrated to between 35-60%. This delicious spirit is traditionally enjoyed after dinner. High quality brandy made only from the Cognac region in France is called Cognac, similarly brandy made in the area of Armagnac is also of considerably high quality

Gin: The key feature of all gins is their defining flavor. During distillation these powerful flavors are infused into the spirit. Gin's flavors can be infused by passing alcoholic vapors through a 'gin basket' with botanicals in the head of the pot still. Popular flavors include citrus, juniper and spices.

Rum: It is an alcoholic beverage made by the molasses (byproduct of sugarcane). Common brands of Rum include:

- Bacardi
- Captain Morgan's
- Old Monk
- Don Q
- Hiram Walker
- Mc Dowell's No. 1

Rum is usually had with water, cola or juices. White rum may be had with lime based aerated waters like 7Up.

Vodka: Vodka can be made from any plant that contains either starch or sugar. This includes grains, potatoes and fruit. The main feature of all vodka is the purity after distillation. To reach this purity vodka must be distilled multiple times as well as filtered to remove any impurities. Common flavors added to vodka include pepper, ginger, fruit, vanilla, chocolate and cinnamon.

Tequila: Tequila is not produced from the typical grains or fruits that most alcoholic beverages are made from. It is made from the distillation of an alcoholic wash obtained from the roasted centre (piña) of the blue agave plant and is obtained from the delimited Tequila region at the Jalisco district in Mexico. The most common method to drink tequila is Tequila shot in a shot glass with salt and lemon wedge by Lick, Sip and Suck method. First lick the salt, sip the tequila and then suck the lemon.

Different Types of Tequila

- Blanco tequila (silver tequila). Un-aged with fiery, spicy and citrus flavors.
- Gold tequila. Golden color from the addition of caramel to the un-aged spirit.
- Reposado tequila (rested tequila). This tequila is kept in the barrel for up to one year, resulting in a buttery and caramel flavor, as well as a golden color.
- Añejo tequila (aged tequila). Añejo has aged in oak barrels for a minimum of three years.

Brands of tequila include:

- Jose Cuervo
- Puerto Vallarta
- Sauza
- Pepe Lopez

Feni (sometimes spelled fenno or fenim or fenny) is a spirit produced in **Goa**, India and other southern Indian states. The two most popular types of feni are cashew feni and toddy palm feni, depending on the original ingredient; however, many other varieties are sold.

Cocktials: A cocktail is a mixed drink containing two or more ingredients. Originally a mixture of distilled spirits, sugar, water, and bitters, the word has gradually come to mean almost any mixed drink containing alcohol. Cocktail today is made by mixing spirits or wine with fruit juices, bitters, liqueurs or other ingredients either by stirring, shaking and blending of all of them. The ideal cocktail combines two or more ingredients having a base of alcoholic beverages in a harmonious manner so that no element should dominate the other.

Common Methods of making Cocktails are:

- Building-Ingredients pour over ice
- Shaking-Ingredients shaken with ice
- Blending-Ingredients blended with ice
- Stirring-Ingredients stirred over ice
- Muddling -Ingredients crushed using a muddler.
- Layering -Ingredients layered one over the other with no ice.
- · Combination Combination of two or more mixing methods to create an interesting effect
- Flaming-Usually a layer of alcohol is poured on top of the glass using the back of a spoon, and lit on fire.
- The drink is served while it is flaming

Some classic cocktails are:

- Bloody Mary
- Cosmopolitan
- Side car
- Screwdriver
- Whisky sour
- Martini
- Manhatten
- Pina Colada
- Margarita

Aperitifs: Aperitif derives from the Latin word *aperire*, which is the verb "to open," in the sense of opening up the appetite. It should be something to prepare the palate for the meal and should be offered within the first thirty seconds after the guests have been seated. An aperitif can be categorized as horsd'oeuvre (beverage appetizer) and treated as welcoming drink. It should be low in alcohol, so as not to numb the taste buds. It should be dry, so as to stimulate the appetite. as sweet drinks can cause the guest to feel full before the meal has even begun. All true aperitifs carry a bittersweet character that stimulates the production of gastric juices and promotes appetite. Aperitif in a one line can be said as *before meal drink*. Aperitifs may be Spirit base or wine base. Some famous aperitifs are Vermouth, Dubonnet and Llillet. Aperitifs are served straight up on or ice. Lemon and/or bitters may be added.

Bitters: Bitters refer to a spirit that is flavored with roots, herbs and spices which are generally held to have medicinal properties. In other words bitters are an aromatic flavoring agent made from infusing roots, barks, fruit peels, seeds, spices, herbs, flower, and botanicals in a spirit. The origins of bitter lie in the flavoring elements that were commonly added to the very earliest spirits. Bitters were called 'elixir of life' means magical cure, taken as restoratives and remedies for any number of condition, ranging from headache, indigestion, stomachache to constipation. Three to five drops of bitters are used while making cocktails. Some famous bitters are Angostura bitter, Campari and Suze.

Liqueurs: A liqueur is a sweet alcoholic beverage, often flavored with fruits, herbs, spices, nuts, flowers, leaves, citrus fruits, berries, seeds, roots, plants, barks, and sometimes cream. In short liqueurs are flavoured sweetened spirits, characterized by their flavorings and not base spirit. Liqueurs contains at least 2.5 % sugar by volume. Liqueurs containing from 2.5 to 10 % sugar are in the dry range, most liqueurs contain up to 35 or 45 % sweetener. Liqueurs are not usually aged for long periods, but may have resting periods during their production to allow flavors to marry.

Some common liqueurs are listed below:

- Tia Maria (Coffee)
- Kahlua (Coffee)
- Bailey's Irish Cream (Cream)
- Crème de menthe (Mint)
- Cointreau (Orange)
- Curação (Orange)
- Grand Marnier (Orange)
- Triple Sec (Orange)
- Pernod Ricard (Aniseed)
- Sambuca (Aniseed)
- Benedictine (mixture of herbs)
- Galliano (mixture of herbs)
- Drambuie (Honey)
- Amareto (Almonds)
- Southern Comfort (Peach, Orange, etc.)

–Notes 📋 –









4. Equipment for Service

Unit 4.1 - Food and beverage service equipments





Key Learning Outcomes 👸



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

- 1. Identify commonly used equipment for food and beverage service
- 2. Explain the dimensions or capacity of common food and beverage equipment
- 3. Explain usage of common food and beverage service equipment

UNIT 4.1: Equipment Required for Various Styles

⁻Unit Objectives 🏻 🧖



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

- 1. Explain commonly used equipment for food and beverage service
- 2. Explain the dimensions or capacity of common food and beverage equipment
- 3. Explain usage of common food and beverage service equipment

Resources to be Used 🧬



• White board, white board marker, pen, pencil, duster, types of glassware, cutlery and crockery



Food & beverage service equipment's are divided into chinaware, glassware and tableware which can be used for eating, for service or for preparation in front of the guest. Tableware is further divided into flatware, cutlery and holloware. There is a huge variety of tableware used in restaurant. Not only does the basic cutlery come in a variety of styles, but the range of specialist equipment is also endless. In this chapter you will be able to understand various types of equipment used in restaurant and hospitality industry along with their uses. Elegant and attractive service ware, colorful and clean dishes, quality plates and glassware add to the decor of a restaurant. However, several factors have to be considered while selecting the equipment:

- · Standard of the restaurant
- Types of service provided
- Décor and theme of the establishment
- Type of clientele (customers)
- Durability of the equipment
- · Ease of maintenance of the equipment
- · Replenishing the inventory
- Storage facilities
- · Flexibility of use
- Price factors

- Demonstrate



 Show students the various types of glasses, cutlery and crockery and other food and beverage equipments, also mention their uses.

Tips



• Chinaware is a breakable item so it should be handle very carefully

Types of cutlery and its uses:

- Soup spoon: For thick soup
- Dessert spoon: For dessert
- Dessert fork: For dessert
- Joint fork and joint knife: For main course
- Service spoon and service fork, also known as service gears: Used for transferring of dishes from the platter to guest's plate
- Tea spoon: Tea coffee juice served with accompaniments, fruits cocktails, sweets served in cups or glass or bowls
- Coffee spoon/Demitasse spoon: For coffee served in demitasse after lunch or dinner
- Side knife: Placed on the side plate for bread, toast, rolls, cheese
- Cheese knife: To serve cheese
- Fish knife: For all fish dishes
- Fish Fork: For all fish dishes
- Steak knife: For steaks
- Fruit knife and fruit fork: For fruits
- Sundae spoon / Parfait: Ice cream or any shakes with ice cream served in tall glass
- 1. Capacity of tea spoon is 5 ml
- 2. Capacity of table spoon is 15 ml
- 3. Capacity of dessert spoon and soup spoon is 10 ml

Glassware

1. Brandy Snifter/Brandy Balloon

Uses: To Serve Brandy and Cognac, Capacity: (8 fl oz)

2. Martini Glass

Uses: To serve Martini (Cocktail), **Capacity:** Small Martini Glass-150 ml (5 fl oz), Large Martini Glass-300 ml (10fl oz)

3. Margarita

Uses: To serve Margarita (Cocktail), Capacity: 425ml (14 fl oz)

4. Hurricane

Uses: To serve blended cocktails or cocktails built over ice. E.g. Mai tai, Capacity: 450 ml (14 fl oz)

5. Highball Glass

Uses: To serve long or double spirits as Gin, Vodka, Capacity: 8 fl oz

6. Irish Coffee Mug

Uses: To serve Irish Coffee, Capacity: 300 ml (20 fl oz)

7. Rock Glass

Uses: To serve Whisky on the rocks, **Capacity:** (9 fl oz)

8. Sherry Glass/Capita

Uses: To serve Sherry and fortified Wine, Capacity: 90 ml (3 fl oz)

9. Shot Glass

Uses: Used as a Shooter Glass. To drink Tequila. Used for straight spirits shots, Capacity: 30 ml (1fl oz)

10. Red Wine Glass

Uses: To Serve Red Wine, Capacity: 7 fl oz.

11. White Wine Glass

Uses: To serve White Wine, Capacity: 5.5 fl oz

12. Pitcher

Uses: To serve Beer

13. Pilsner Glass

Uses: To serve Pilsner Beer, Capacity: 425 ml. (14 fl oz)

14. Champagne Flute

Uses: To serve Champagne, **Capacity:** 6 fl oz

15. Champagne Tulip

Uses: To serve Champagne, Capacity: 6 fl oz

16. Champagne Saucer/Coupe

Uses: To serve Champagne, **Capacity:** 6 fl oz

17. Tom Collin

Uses: To serve long drinks, Capacity: 12 oz

18. Slim Gim

Uses: To serve long drinks, **Capacity:** 16 oz

19. Beer Goblet

Uses: To serve Beer, Capacity: 10-12 floz.

20. Rolly Polly

Uses: To serve Bloody Mary (Cocktail), Capacity: 9 fl oz

Uses: To serve Beer, Capacity: 10-12 floz.

Other equipment's used in the restaurant are:

- **1. Trays:** Rectangular in shape and used for carrying cutlery, glassware and hollowware. Mostly used to serve small orders and tea coffee in guest room.
- **2. Salver/Beverage Round:** Round in shape and used for carrying cutlery, beverages, glassware hollowware, dishes, and so on. Size of salver should be 12 inches 18 inches in diameter
- **3. Tray Jack:** Used to keep the trays and salvers on it while clearing the long table in the restaurant and banquets. Tray jack has a folding stand which make it easy to keep anywhere in the restaurant
- 4. Water jug: For the service of water
- **5. Entree dish:** For portioning out dishes and taking to guest table. Many portion sizes are available such as one portion two portion and more
- 6. Oval Platter: For carrying food to the guest table, many portion sizes are available
- 7. Bread basket: Mat finish stainless steel or can basket. Used for carrying bread rolls and Indian breads
- 8. Butter dish: Used for serving butter
- **9. Menu stand:** To hold Table d' hote menu card. Can also be used to place buffet tags. Comes in many shapes and sizes
- 10. Soup tureen: To serve soup in buffet
- 11. Soup ladle: To serve soup from soup tureen
- **12.** Chafing dish: To place food in buffet
- 13. Serving Ladle: To serve food from chafing dish in buffet
- **14. Sauce boat:** To accompanying sauces and serve
- **15. Ice bucket:** To serve ice cubes
- **16. Wine chiller:** To serve white wine, champagne and sparkling wine
- 17. Toast rack: To present toast. Have 8-10 slots for toast
- 18. Preserve boat: To hold preserves such as jam, honey and marmalade
- 19. Sugar basin: To place sugar sachets
- 20. Tea strainer: To strain tea while serving tea
- **21. Sugar tong:** To serve sugar cubes
- 22. Multipurpose Tong: To serve breads, salads, lettuces and pastry
- **23. Ice tong:** To serve ice cubes
- 24. Snail dish: Round dish with 8-10 indentations to pick-up and hold snail
- 25. Snail tong and snail fork: A two-prong fork, used to pick flesh pantry from shells

Activity (%)



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity play a quiz on classification of various tableware, their types, usage and capacity.
- Give them a number accordingly
- Discuss the observations and appreciate a winning team.

- Summarize 🛭



- F&B service equipment is divided into chinaware, glassware and tableware which can be used for eating, for service or for preparation in front of the guest. Tableware is further divided into flatware, cutlery and hollowware. There is a huge variety of tableware used in restaurant. Not only does the basic cutlery come in a variety of styles, but the range of specialist equipment is also endless. In this chapter you will be able to understand various types of equipment used in restaurant and hospitality industry along with their uses.
- Cutlery refers to all kind of knives and cutting implements whereas flatware refers to all kind of spoons and forks. In general all knives, spoons and forks are called cutlery. One should always keep in mind that cutlery is for guest's use and its quality will reflect the image of the service outlet
- Glassware is a term used for all types of glasses used for the purpose of drinking beverages. Glassware can be termed as Stem glass and Flat Bottom Glass. Small Stem Glass is known as Footed Glassware like Brandy Balloon. Capacity of glassware is measured in fluid ounce and 1 fluid ounce is equal to 30ml.

-Notes for Facilitation



- Arrange Food and Beverage service equipments and display to the student. Ask student to arrange them as per the classification under Chinaware, Glassware and Tableware.
- Describe the further classification on the basis of flatware, cutlery and holloware.

Notes











5. Preparation for Service

Unit 5.1 - Preparing a restaurant for service

Unit 5.2 - Cleaning crockery, cutlery and glassware

Unit 5.3 - Restaurant linen and storage

Unit 5.4 - Laying the table





Key Learning Outcomes 👸



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

- 1. Explain the preparation activities as per requirement in a timely manner, to set the restaurant up for
- 2. Describe at least 5 common napkin folds as per industry standards
- 3. Explain the methods of care cutlery, crockery and glassware to avoid breakages and damage
- 4. Explain the method of cleaning for cutlery, crockery and glassware with care, making it ready for service
- 5. Explain the care, handling, uses and storing procedure of linen as per the standards of the organization.
- 6. Describe the maintenance of storage area for the efficient use and safety of the stored items.
- 7. Explain the setting up of various types of cover as per the requirement and types of service.

UNIT 5.1: Preparing a Restaurant for Service

-Unit Objectives 🏻 🏻 🌣



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

- 1. Explain the preparation activities as per requirement in a timely manner, to set the restaurant up for
- 2. Describe at least 5 common napkin folds as per industry standards

- Ask



• Do you know why food and beverage staff should report half an hour early before the shift starts?

Resources to be Used



• White board, White board marker, Duster, Stacked Sideboard, Trays and Salver, Napkins



Preparing a restaurant for service is very important as it helps in the smooth flow of working without creating any hassle which ensure quality service, timely delivery of food resulting in guest satisfaction. For the same F&B steward follows the mis en place and mise en scène, mise en scène place means to put everything in place before restaurant operates whereas Mis en scene means to make the environment of the restaurant safe, hygienic and comfortable for the guest. Examples of mise en scène place is to stack your sideboard properly, folding napkins in advance and many more whereas in mise en scène activities such as removing the dry flowers from bud vase on the table, removing dirty table cloth, arranging proper lighting, checking the temperature of air condition and many more.

Explain



Sideboard also known as dummy waiter or side station is a kind of furniture situated in restaurant in which the cutlery, crockery, glassware are stacked which is to be used in the restaurant for food service. Stacking of sideboard in a proper and manner is very essential as it helps in the smooth work flow. Also tell the participants that trays in the restaurant is used to carry food items in food dishes whereas salver may be used to carrying glassware and beverages. Also show the students common garnishes such as lime wedge, cucumbear spears, lemon / orange wheel, lemon slices, spiral and many more which is used to garnish various drinks.

Demonstrate 🙀



Types of Napkin folds

1. Pure and simple

- Step 1 Fold the napkin diagonally to form a triangle shape then fold the bottom corner up to meet the top.
- Step 2 Fold the bottom left and bottom right corners up to the top corner.
- Step 3 Turn the napkin over horizontally, from left to right and Fold the bottom of the napkin up about 2 inches
- Step 4 Carefully tuck both the sides under the napkin.
- Step 5 A beautiful napkin fold is ready for lunch service.

2. Candle fold

- Step 1 Fold the napkin diagonally to form a triangle shape and fold up base 1/3rd.
- Step 2 Turn napkin over and roll from bottom to top.
- Step 3 Tuck corners inside cuff at base of fold.
- Step 4 One layer of point down and set on base.
- Step 5 Candle fold is completed.

3. Pyramid

- Step 1 Fold napkin in half diagonally
- Step 2 Fold corners to meet top point.
- Step 3 Turn napkin over and fold in half.
- Step 4 Pick up at center and stand on base of triangle
- Step 5 Completed Pyramid

4. Cable buffet

- Step 1 Fold the napkin in half so that the bottom edge meets the top edge and then fold the top layer down to meet the bottom edge.
- Step 2 Fold all the bottom layers back up a little way and turn over the napkin.
- Step 3 Fold the right side to the center.
- Step 4 Also fold the left side to the center
- Step 5 Tucking one half into the other half
- Step 6 Beautiful Cable fold is ready for IRD and Buffet

5. Bishop Cap

- Step 1 Fold napkin in half
- Step 2 Fold napkin in half and fold right corner to top
- Step 3 Fold left top open sided corner to bottom. Fold back onto itself, bring corners together tucking one into the other. Open base of fold and stand upright
- Step 4 Turn napkin over and make sure that the long-folded edges are directly facing you top and bottom. Fold over the top edge furthest from you to meet the edge nearest to you.
- Step 5 Release the second point which is still tucked under so that there are two triangles at the top.
- Step 6 Bring corners together tucking one into the other

2. Candle fold

- $Step \, 1 Fold \, the \, napkin \, diagonally \, to \, form \, a \, triangle \, shape \, and \, fold \, up \, base \, 1/3 \, rd.$
- Step 2 Turn napkin over and roll from bottom to top.
- Step 3 Tuck corners inside cuff at base of fold.
- Step 4 One layer of point down and set on base.
- Step 5 Candle fold is completed.

3. Pyramid

- Step 1 Fold napkin in half diagonally
- Step 2 Fold corners to meet top point.
- Step 3 Turn napkin over and fold in half.
- Step 4 Pick up at center and stand on base of triangle
- Step 5 Completed Pyramid

4. Cable buffet

- Step 1 Fold the napkin in half so that the bottom edge meets the top edge and then fold the top layer down to meet the bottom edge.
- Step 2 Fold all the bottom layers back up a little way and turn over the napkin.
- Step 3 Fold the right side to the center.
- Step 4 Also fold the left side to the center
- Step 5 Tucking one half into the other half
- Step 6 Beautiful Cable fold is ready for IRD and Buffet

5. Bishop Cap

- Step 1 Fold napkin in half
- Step 2 Fold napkin in half and fold right corner to top
- Step 3 Fold left top open sided corner to bottom. Fold back onto itself, bring corners together tucking one into the other. Open base of fold and stand upright
- Step 4 Turn napkin over and make sure that the long-folded edges are directly facing you top and bottom. Fold over the top edge furthest from you to meet the edge nearest to you.
- Step 5 Release the second point which is still tucked under so that there are two triangles at the top.
- Step 6 Bring corners together tucking one into the other
- Step 7- Open base of fold and stand upright
- Step 8 Bishop Cap is ready

- Notos 🗒 -
− Notes 📋 −−−−−−−−−−−−−−−−−−−−−−−−−−−−−−−−−−−

UNIT 5.2: Cleaning Crockery, Cutlery and Glassware

-Unit Objectives 🏻 🎯



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

- 1. Explain the methods of care cutlery, crockery and glassware to avoid breakages and damage
- 2. Explain the method of cleaning for cutlery, crockery and glassware with care, making it ready for service

- Ask |



• Do you the know the various parts of a glass

Resources to be Used



• Types of Glassware, cutlery and crockery, chaffing dish, lukewarm water, wiping sheet, tray or salver

-Sav



Points to be kept in mind while cleaning Crockery, Cutlery and Glassware

- The cutlery is placed in the cutlery racks above the stewarding counter.
- The associate deputed for rinsing cutlery brings the rack to the rinse basin.
- Wipe the cutlery with the wiping cloth.
- Hold the base of the cutlery in the hand using one corner of the wiping cloth.
- Wipe the cutlery using swift front and back motion.
- Check completion by visual observation for stains or marks and dryness.
- The cutleries are placed in the cutlery rack.
- Damaged cutlery to be placed in the "discard bin" along with the other breakages. At the end of every shift the F&B steward to report the breakages for shift to the concerned supervisor.

Cleaning Cutlery

- F&B steward should always dispose off any extra food particle left in the cutlery. The cutlery should always place in soap solution tub kept for cutlery.
- The cutlery should be carried on the cutlery rack and not individually by hand.
- Care should be taken to not dirty the floors with droplets from the rack.
- The hand should never be in direct contact with the cutlery.
- Only one cloth should be used to wipe the cutlery.
- The discarded table cloths are to be used as wiping cloths.
- The wiping cloth should not be damp.
- The wiping cloth should not smell.
- The wiping cloth should be changed regularly.
- The cutlery should not be bent, damaged or dirty.
- The cutlery should be stacked according to the type in neat rows.

Cleaning Glassware

- Glassware is cleaned in the dish washing machine and goes through the process of washing, rinsing and sterilizing.
- To polish glass, hold glass over boiling hot water until steam condenses on glass. Using a steward's cloth, the glass is wiped or polished.
- A little lemon juice or white vinegar maybe added in the water to remove any white marks on the glasses due to chlorination.
- Always check for brilliance and any spots against the sun light.
- All glasses should be held at the base. Those with a stem should be inverted and then held at the stem.
- Any chipped glass should be discarded at this stage.
- Always use an ice scoop to fill the glasses with ice. Never use the glass to scoop ice. It can break in your ice.
- If you break glass in your ice, throw away all the ice and make sure that there are no pieces of broken glass.
- If a glass is hot, do not put ice in it. The glass can break with the change of temperature.
- If the glass is cold, do not pour anything hot in it.
- Don't carry more glasses than what you can handle on your hands. Use a tray to carry them.
- Glasses must be checked for any lipstick marks
- Stored in single rows on paper-lined shelves. Each shelf should be labeled with the names of the items that it holds.
- Should be stored upside down to prevent any dust settling in them.

Explain



- The steward should always dispose of any extra beverage in the glass
- The glasses should always be placed inverted in the glass rack.
- The glasses should be carried on the glass rack and not individually by hand.
- Care should be taken to not dirty the floors with droplets from the glass rack.
- Hand should never be in direct contact with the glass
- Only one cloth should be used to wipe the glass
- The discarded table cloths are to be used as wiping cloths with color codes.
- The wiping cloth should not be damp.
- The wiping cloth should not smell.
- The wiping cloth should be changed regularly.
- Check the glass for cracks or chip.
- The glass should be free from water marks or any other stain.
- The glasses should be stacked according to the glass type in neat rows





1. Wiping Glassware

- Step 1 Put the glasses in the pan containing lukewarm water. Vinegar may be added if the glasses are very dirty.
- Step 2 Hold the base of the glass in the left hand using one corner of the wiping cloth
- Step 3 Insert the wiping cloth inside the glass and start wiping by rotating the wiping sheet cloth wise and anticlockwise simultaneously
- Step 4 Hold the glass against the sun light and check for any water marks or lipstick stain.
- Step 5 Stack the wiped/clean glasses in the glass rack and later on stacked them in the designated places

2. Wiping Cutlery

- Step 1 Wipe the cutlery/flatware with the help of wiping cloth
- Step 2 Hold the base of the cutlery with left hand using one corner of the wiping cloth.
- Step 3 Wipe the cutlery using swift front and back motion
- Step 4 Place the cutlery on the clean salver and later on place them in designated areas.

Activity



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Assign a set of cutlery crockery and glassware to each group and instruct them to clean and store it at right place in storage area.
- Discuss the observations one by one and explain so they know the right ways of cleaning and storing the cutlery, crockery and glassware.

-Notes			
	 	 	
	 	 	_

UNIT 5.3: Restaurant Linen and Storage

-Unit Objectives 🏻 🏻 🗇



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

- 1. Explain the care, handling, uses and storing procedure of linen as per the standards of the organization.
- 2. Describe the maintenance of storage area for the efficient use and safety of the stored items.

- Ask |



- What do you mean by linen?
- How many types of linen you have seen while visiting any restaurant?

-Sav



Restaurant linen usually comprises the following:

- Table cloth: It may be square, round or rectangular and varies as per size of the table. It helps in minimising the sound of cutlery and protect tables
- Slip cloth: It is placed over the table cloth, protects table cloth to get soiled and also gives an appeal to the
- Napkins: In French called as serviettes, used by guest . Napkins are starched for making different napkin
- Stewards cloth and service cloths: This is usually for use by the steward and for cleaning and wiping
- purposes.
- **Buffet cloths:** These are usually used on buffets for lining the sides of the buffet.

-Explain



The service staff is responsible for the following:

- Stack, store restaurant linen in the designated places.
- Remove table linen with proper care and technique.
- Remove and sort dirty linen for further processing.

Storage Area

To ensure that an adequate supply of food materials for the immediate need of the operation are available at

- To prevent losses through spoilage or pilferage,
- To have minimum working capital
- · Prevents harmful bacteria
- Reduces waste

-Notes 📋	

UNIT 5.4: Laying the Table

-Unit Objectives |©|



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

- 1. Explain the setting up of various types of cover as per the requirement and types of service.
- 2. Lay a table as per standards and service requirements

Resources to be Used



- Appropriate cutlery and flatware
- Table appointments
- Appropriate glassware
- Salver

-Elaborate 🏻 🦃



While handling tablecloth ensure the following points:

- Tablecloth is neat, well ironed and free from any stains.
- Tablecloth is folded and creased properly while receiving it from laundry.

Procedure for laying tablecloth is as follows:

- Make sure that the table should not wobble.
- Stand in the center between two legs of table holding the tablecloth.
- Place the clean tablecloth on the table with the two woven edges towards you and the two folds facing away from you.
- The edges of the folded cloth should hang evenly over the width of the table. The folds of the tablecloth should be facing you.
- Lean across the table and release the bottom layer of the cloth to hang over the far edge of the table.
- Hems should face inwards.
- Release the hold on the center fold and draw the top fold towards you.
- Having centered the cloth both vertically and horizontally the tablecloth should now be positioned with an equal drop all round with the folds of the cloth covering the legs
- The corners of the tablecloth should cover the legs of the table
- The overlap should be even all round the table: 30-40 cm
- · If you are laying tablecloths for larger parties, overlap the two tablecloths with the overlap facing away from the entrence

Say



- Setting tables
- A la carte setting:
- This setting usually consists of:
 - Dinner knife
 - Dinner fork
 - B & B plate
 - Butter knife/spreader
 - Water goblet
 - Napkin
 - Centre pieces (cruets and other decorative materials)

Table d'hote setting

- A table d'hote menu is a menu that has a set price for a number of courses
- Table d'hote means 'table of the host'
- All courses are included in the price and must be paid for by the guests even if they don't eat every course
- This is often called a 'set menu'.

-Elaborate



In a Chinese restaurant the cover may include:

- Chop sticks with holder
- Teacup
- Napkin

Central appointments on a table may include:

- Bud vase
- Cruets
- Any other common accompaniments
- Menu
- · Promotional material
- Bottled water

In other American diners/ fast food restaurants one may have a central appointment of stacked cutlery and napkins.

Also based on the nature of the restaurant, cuisine and nature of the meal additional items may be placed on the table prior to service:

- Bread roll basket (Continental/European)
- Butter
- Oil and vinegar (Italian)
- Pickles and chutneys (Indian)
- Chinese cruet (Chinese)
- Mustard and ketchup (American/fast food)
- Sugar bowl

-Activity | 🎉



- Conduct a skill practice team activity
- Ask the students to pair themselves in teams of four, preferable to students next to them
- Explain the purpose and duration of the activity
- Ask them to do any 5 napkin folds and prepare a list of necessary cutlery and crockery required for laying a à la carte set up
- Discuss the observations one by one and explain so they know the method of folding napkin and laying a cover as per the requirement.

-Summarize | 🗷



1. Following points need to be keep in mind while placing napkins on the table:

- · Napkins should be clean and stain free
- Napkins should be intact free from tears, cuts or holes
- · Napkins should be properly hemmed and the edges or parts of the napkin should not be frayed
- Napkins should be well starched and crisp/well ironed (or as per policy)
- · Napkins should not be faded and giving a worn out look

2. A'la carte cover traditionally consists of the following:

- Side Plate
- · Side Knife
- Fish Knife
- Fish Fork
- Napkin
- Fish Plate
- Water Glass
- Wine Glass

Cutlery is replaced for each course, before the next course is served.

3. Basic cover includes:

- · Side Plate
- · Side Knife
- Spoon (Optional)
- Joint Fork
- Joint Knife
- Napkin
- Water Tumbler/ Glass
- Wine Glass (Optional)









6. Food and Beverage Service

Unit 6.1 - Greeting and seating the guest

Unit 6.2 - Taking order

Unit 6.3 - Service of the order

Unit 6.4 - Other service practices and procedures

Unit 6.5 - Buffet service

Unit 6.6 - Single point - counter service

Unit 6.7 - Breakfast service





Key Learning Outcomes



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

- 1. Explain various types of service
- 2. Explain the sequence of service
- 3. Explain the procedure of welcoming and seating the guest comfortably
- 4. Describe the procedure of taking food and beverage orders accurately
- 5. Explain the procedure of beverage service as per standards
- 6. Explain the procedure of food service, in pre-plated and silver service formats, as per standards
- 7. Explain how to handle minor incidents and accidents while maintaining guest satisfaction
- 8. Identify and avoid common errors made during service
- 9. Explain different food and beverage service roles and respective responsibilities in single point service operations
- 10. Explain order taking tasks as per organisational standards and to customers' satisfaction
- 11. Describe cashiering tasks as per organizational standards and to the customers' satisfaction
- 12. Explain table clearance and maintain the service environment clean and as per organizational standards
- 13. Describe common breakfast types served in hotels
- 14. Explain how to lay a cover for common breakfast types correctly as per requirement
- 15. Explain how to set-up trays for breakfast tray service as per industry standards

UNIT 6.1: Greeting and Seating the Guest

-Unit Objectives 🏻 🏻 🌣



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

- 1. Explain various types of service
- 2. Explain the welcoming and seating the guest comfortably
- 3. Explain the sequence of service

Sav



• To make guest feel welcome and important whenever a guest arrives. It is the responsibility of a service staff to approach and meet the guest with a smile, maintain eye contact and with a proper body posture greet the guest accordingly at the door. It is an opportunity for the f&b steward to make the first impression on guest.

-Elaborate



- 1. Address the guest by their name, if the guest is a regular guest or the name of the guest is known " Good Morning / Afternoon / Evening, Mr. / Ms. (guest name). Welcome back to the . If name of the guest is not known then use "Good Morning / Afternoon / evening, Sir / Madam. Welcome to 2. Inquire from the guest if there is a prior reservation made. (For Lunch & Dinner Only) "Are we holding a reservation for you Sir / Madam?" For breakfast service request the guest for his room no."May I have your room number?"
 - If the guest is holding a reservation, check in the reservation diary, escort to the designated table. Use the standard phraseology "May I have the name under which the reservation has been made? "Yes Madam / Sir we are holding a table
- 3. Reservation in the name of Ms. / Mr. _____, for ____ (number of people). Allow me to escort you to your table"
- 4. If a guest is not having a prior reservation, enquire about the number of guests in the party. "May I know how many people would be joining you for breakfast/lunch/dinner?"
- 5. The guest should be asked for their table preference. In case of a regular guest, with a preference for a particular table, offer the same.
- 6. In case the table requested for is not available, request the guest to wait. "I am sorry Madam / Sir; all the tables are occupied at the moment; would you like to wait at the lobby while we organize a table for you? It would probably take _____ minutes to arrange a table for you."
- 7. Make a note of the guest details in the reservation diary. The hostess / host should request the guest for her / his contact number. Ensure that time mentioned is as accurate as possible.
- 8. When the table is ready, the associate contacts the guest either personally, or calls the guest on the mobile number. "Sorry to have kept you waiting Madam / Sir. The table for you is ready. This way please."

Escorting Guest

- 1. The hostess/host should escort the guest to the table.
- 2. If there are many guests at the entrance to be escorted to the tables, the hostess / host should ask Manager/Supervisor to assist the guest to the tables.
- 3. Use the phrases "This way please"
- 4. Show an open palm as an open and inviting gesture.
- 5. The escort should walk at a steady pace and two steps ahead of the guest.
- 6. The escort should walk to the right of the guest and in a manner that enables him / her to maintain eye contact.
- 7. Once reaching the table the escort should inquire from the guest regarding the table satisfaction, "Madam / Sir would this table be fine? "The hostess must point to the table with an open palm gesture of the right hand.

Seating the Guest

- The escort should seat the guest by providing assistance with the chair.
- If the guests have infants accompanied with the F&B associate should offer a baby chair.
- Stand straight 9-12" behind the guest's chair.
- Keep left leg behind and right leg forward, with the knee touching the wooden skirting of the seat in the middle.
- Hold the chair from both the hands from the sides of the back.
- Lift the chair about 1-1.5 " from the ground and pull back. Ensure that there is adequate space for the guests to go between the table and chair.
- Always say " Allow me Sir/madam and lift the chair and pull it back,.
- When the guest proceeds to sit down, move the chair slowly towards the guest, till he is comfortable. Then rest the chair of the floor.
- The chair must not be dragged.

The standard sequence is as follows:

- Eldest Lady
- Children
- Other Ladies
- Hostess
- Eldest Gentleman
- Other Gentlemen
- Host

Opening Napkins

- 1. The hostess must confirm if anyone else will be joining the guest and turn down the napkin of the extra covers for the food and beverage steward to clear.
- 2. Use the phrase "Madam/Sir, would anyone else be joining you?"
- 3. The Hostess / host should inform the station holder to remove the extra covers.
- 4. The Hostess to brief the guest about the choice of buffet or a la carte that is available. Use the phrase "For your convenience we have an extensive buffet. I will also be pleased to give you an A-la- carte menu should you wish so."

- 5. The hostess / associate to unfold the napkins and offer to place it on the lap of the guest.
- 6. Pick up the napkin in your right hand from the right-hand side of the guest.
- 7. Hold the napkin with the help of your thumb and finger
- 8. Place it across the guest's lap with the longest side of the triangle closet to the guest. Ensure that the arm is away from the guests' face.
- 9. Move anti-clockwise around the table opening the napkin, opening the host's last
- 10. The hostess to inform the food and beverage steward waiting at the table about the guest's arrival and his / her preference between buffet and a la carte.
- 11. Hostess / host should note down the guest's name and room number (if applicable) on a piece of paper and hand it over to the station steward
- 12. Food and Beverage steward to ask the guests for their preference of water (in case of lunch / dinner service). For breakfast service, offer the choice of hot beverage.

-Tips 🖳



- Baby chairs or high cushioned chairs to be offered as required.
- Napkins should be properly starched, neat and clean.
- Once seated, the guests are asked if they are going to be joined by more people if there are empty chairs on the table. If not, then extra covers are removed.
- All guests will be oriented with the food and beverage offerings of the restaurant immediately.
- Food and Beverage steward / station steward will give the menu cards to the guests after checking with the guest's choice of buffet / A la carte. An open menu card to be presented open to the selection appropriate for the time of day.
- During breakfast tea / coffee to be served with in 3 minutes of the guest asking for the same.

-Elaborate 🕸



Water service

- Ask the guest for choice of bottled water or regular filtered water.
- Use the phrases "Madam/Sir, would you prefer bottled water or regular filter water".
- If the guest asks for Regular Water
- If the guest request for regular filter water, the water jug should be wiped from outside with a wiping cloth before going on the table.
- In case the guest is apprehensive about regular water the Food and Beverage steward should assure the guest that regular water is also safe to consume

If the guest requests for bottled water:

- The Food and Beverage steward should present the bottle of mineral water to the guest before opening the seal of the bottle.
- The bottle seal should be broken in front of the guest.

- The Food and Beverage steward should serve the water from the right-hand side of the guest starting from the eldest lady at the table and ending with the host.
- Water glasses should be filled up to 2 cm from the rim of the glass.
- The label should face the guest when mineral water is being poured
- After serving the water from the bottle the Food and Beverage steward should place the bottle in the center of the table.
- Water to be topped when 1/3 rd. empty.
- In case of mineral water Food and Beverage steward should check with the host before placing a new bottle on the table.
- Replenish the water regularly.

-Notes 📋 -

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UNIT 6.2: Taking Order

-Unit Objectives 🧐



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

- 1. Describe the menu and up selling process
- 2. Describe the procedure of taking food and beverage orders accurately



- Generally, menus are presented at the time of seating.
- · When possible, menus are presented open, from the right side, with the right hand, moving in a clockwise movement around the table.
- Begin with a lady and continue in a clockwise movement, ending with the host/hostess of the party, when possible. If prefer, you may do all ladies first and then present to the men.
- Menus must always be clean and in perfect condition.
- · Do not present menus that are torn, dirty or marked. If there is a mistake on the menu or an item is unavailable, do not mark on the menu with a pen or white-out. Inform the Manager immediately of unavailable items or mistakes on the menu.
- · It is the hostess job to ensure that the menus are in good enough condition to be presented, however, if a server or busser, should find a "bad" menu, do not put it back into circulation, give it to the manager or put it in the designated place.

-Elaborate 🎏



- Determine if the guests are prepared to order by questioning; for example, "May I answer any questions about our menu?" or "May I make a few recommendations for you?"
- To take an order, position yourself to the right side of the guest, so that the guest can easily see you.
- · If there is more than one guest at the table, try to position yourself so that you will require limited movement around the table when taking the order.
- Guest orders will be served exactly as requested, and with no confusion about which items were ordered. Writing the order according to standards will prevent confusion during serving. Begin with a lady, when possible

-Role Play 💆



· Ask two students to be a guest and one students to be steward. Instruct them to demonstrate the entire situation from receiving guest to taking order

-Notes 📋

UNIT 6.3: Service of the Order

-Unit Objectives 🏻 🏻 🕳



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

- 1. Explain the procedure of beverage service as per standards
- 2. Explain the procedure of food service, in pre-plated and silver service formats, as per standards
- 3. Explain how to handle minor incidents and accidents while maintaining guest satisfaction

-Demonstrate



Service of Beverage – Water Service

- 1. Ask the guest for choice of bottled water or regular filtered water.
- 2. Use the phrases "Madam / Sir, would you prefer bottled water or regular filter water".

If the guest asks for Regular Water

- If the guest request for regular filter water, the water jug should be wiped from outside with a wiping cloth before going on the table.
- In case the guest is apprehensive about regular water the F&B associate should assure the guest that regular water is also safe to consume
- If the guest requests for bottled water
- The F&B associate should present the bottle of mineral water to the guest before opening the seal of the bottle. The bottle seal should be broken in front of the guest.
- The F&B associate should serve the water from the right hand side of the guest starting from the eldest lady at the table and ending with the host.
- Water glasses should be filled up to 2 cm from the rim of the glass.
- The label should face the guest when mineral water is being poured
- After serving the water from the bottle the F&B associate should place the bottle in the center of the table.
- Water to be topped when 1/3 rd empty.
- In case of mineral water F&B associate should check with the host before placing a new bottle on the table.
- Replenish the water regularly.



- Water to be poured within 03 minutes of the guest order.
- The F&B associate should ensure that the water goblets are refilled whenever the glass is 1/3rd empty. While pouring the F&B associate should ensure that the jug/bottle does not touch the rim of the glass.

- Elaborate



For plated service:

- Serve the first course, always in the sequence of cold before hot.
- Once the plate is on the table, inform the guest about the name the course and the items on the plate.
- Wish the guest "Bon Appétit" (Good appetite)' a term used to wish a good meal.
- During the meal one may ask the guest how they are liking their dish or if they need anything else.
- Water should be replenished in the water goblet/tumbler as it reduces to more than 2/3.
- In case a guests are about to finish their drink, the guests should be asked if they would like a repeat of their drink.
- Clearance of the plate should again be done from the right side.
- Crumbing is done between courses if required.

For silver service:

- The dinner plates are put on the table before service. Usually restaurants may have a plate warmer from where hot plates are picked up using the steward's cloth and placed in front of each guest.
- The guests are cautioned staffing, "please be careful madam/sir, the plate is hot".
- The food then picked up from the kitchen usually on a tray, is placed either on the closest sideboard or a tray stand is used.
- Dishes are then picked up one by one and served on the table.
- The service spoon and fork are used to serve the food.
- Portions are divided among the guests on the table, extra portions are left in the platter and used for reserving later.
- While putting the food on the guest plate it is important to tell the guest what the food item being put on their plate is.
- Food is served from the left in a position where the guest can see the food being served and the serving dish is held just at the edge of the plate
- The main course is served at 6 o'clock position on the plate.
- The accompaniments are usually served between 9 and 3 o'clock positions on the plate.
- During the course of the meal the guests may be served another round of food till such time as the dish is fully served or the guests refuse to take more.
- Any curd or dal is usually served in a bowl and positioned above the top of the plate.
- Clearance is done once all the guest on the table have stopped eating.
- Clearance is done from the right of the guest.
- Crumbing is done between courses if required.
- Then the next course is served.
- Cutlery may be added or replaced as per the requirement of the course.

Notes			

UNIT 6.4: Other Service Practices and Procedures

-Unit Objectives | ©



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

- 1. Identify and avoid common errors made during service
- 2. Describe the handling procedure of minor incident and accidents while maintaining guest satisfaction
- 3. Explain how the guest service, contributes to the customer satisfaction
- 4. Explain post service operations as per the requirement

Sav



• The first interaction between the staff and the customers affects the experience of the guests. So, even small errors may significantly affect the experience

-Explain



Here are some critical restaurant service mistakes that F&B steward does in the restaurant, below are some of the major mistake which you should avoid for an excellent guest service.

1. Poor Greetings

Considering the fact that the first impression is the last one, F&B steward need to master the skill of welcoming the customers in the warmest way possible. In the large fine dine restaurants there is staff who is just responsible for cordially inviting the guests, and coordinating with them regarding the allocation of the tables to the walk-in customers. It is highly recommended that F&B steward or host who can greet the customers when they come in and seat them. Or you can train the servers to individually take up this responsibility as well.

2. Removing Drinks For Refilling

This is one of the most common restaurant service mistakes that most F&B steward are found guilty of. Instead of replacing the drinks or refilling on the table, many servers take the glasses from the table to refill it. This is an action that disappoints most of the customers since it interrupts the time they were having.

3. Not Handling The Glasses Properly

No customer likes it when the F&B steward serves the drink while holding it from the rim. It is the rim of the glass which comes in direct contact with the customer's mouth, it often becomes a big disappointment for guest.

4. Lack Of Eye Contact

One of the major thing that helps the conversation flow is eye contact. Hence, while taking the orders or serving the guests, if the F&B steward make proper eye contact, it makes the customers feel that are being heard and welcomed.

5. Being Over Friendly

When people go out for dining, they want to spend some quality time with their loved ones without interruption. This makes it obvious that an over-friendly server will irritate the customers away. Imagine you visit a restaurant to have a great time, and the F&B steward at your table keeps interrupting your conversation, either by asking whether you want anything more or taking feedback for the service provided.

Hence, it is important that the F&B steward knows that they should be near the tables to offer service whenever called upon, but not hover around the customers and intrude in their privacy.

6. Not Having Recommendations

Most often than not, customers get confused while ordering and they tend to look for the F&B steward suggestions. In such a situation, if the F&B steward is unable to come to the guest's rescue and help them order, it will not only increase the order taking the process but will also increase the table turnaround time exponentially. In addition to this, helping customers place their orders is a great way of applying the suggestive selling techniques and upselling the high-profit margin menu items.

7. Unkempt Restaurant Staff

Being representable is extremely important when comes to the front of the house restaurant staff. Servers in sloppy uniform, with untrimmed nails or the ones with extremely strong perfume or cologne, can be a major distraction for your diners. Remember that customers crave for the hygienic environment, and if your front of the house staff is not abiding by the hygiene standards, they will have serious doubts about what happens in the kitchen of your restaurant. Hence, make it compulsory for all servers to maintain certain standards when on the floor of the restaurant.

- Hold a clean ashtray in your right hand and place it over the dirty ashtray.
- The clean astray may be either way up.
- Remove the two trays together using the one hand.
- Transfer the dirty ashtray to your left hand.
- Use your right hand to place a clean ashtray the right way up where the dirty one was.
- Dirty ashtrays should be held in the left hand or on a service tray well away from the guests.

Notes 📋			

UNIT 6.5: Buffet Service

-Unit Objectives 🏻 🏻 🌣



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

1. Explain how to prepare, maintain and clear a buffet station for food service

Sav



• Buffet service is a self-service where food is displayed on tables. A guest takes his/her plate from a stack at the beginning of the table and moves along the table where various dishes are served and serves himself/ herself or requests the steward behind the buffet table to serve him.

Explain



Buffet is displayed in the restaurant /coffee shop for the in house guest as well as for walk inns. Guest can have breakfast, lunch and dinner from the buffet available in the restaurant and coffee shop. Buffet helps in serving large number of people at a time as the guest can easily see the dishes displayed in the buffet and can choose what to eat and in what quantity? Refilling of buffet is done by kitchen and F&B staff together.

Laying a buffet table

- · The counter should be cleaned thoroughly to ensure that there are no food stains or finger prints on the
- Chafing dishes to be free from finger or water marks
- Dips bowls should be free from marks, crack or chips.
- Full plates should not be cracked or chipped.
- There should be no spelling mistakes in the names of the dishes
- The buffet tag to be color coded Vegetarian / Non Vegetarian
- The glass block should be properly aligned, spotlessly clean and shining.
- Plates to be free from cracks, chips and stains
- Should be in a working function.
- Soup Cups, Under liners and half plates should not be stained, cracked or chipped
- Soup tureens should be in working condition
- Jars to be free from stains and crackers
- Lip of the jar should be wiped
- The water poured should be hot so that the temperature of the item remains constant.
- Pour water in water pan of chafing dishes till 1 inch level.
- Pick up the food as per the cyclic menu
- Cold food will be brought covered in a cling wrap, this cover to be removed before opening the buffet counter.
- Service gears to be stain free
- Indian breads not to be displayed but to be served on the table by F&B associates

-Notes 📋	

UNIT 6.6: Single Point - Counter Service

-Unit Objectives 🏻 🏻 🕏



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

- 1. Explain different food and beverage Service roles and respective responsibilities in single point service operations
- 2. Explain order taking tasks as per organisational standards and to customers' satisfaction
- 3. Describe cashiering tasks as per organizational standards and to the customers' satisfaction
- 4. Explain table clearance and maintain the service environment clean and as per organizational standards



• In this type of service, the guest orders, pays for his order and gets served all at a single point. There may be may not be any dining area or seats.

The following are the different methods of Single Point Service.

- Food court
- Take away
- Kiosk
- · Vending machine

The role of a steward in a counter service restaurant can be divided mostly into three roles:

- 1. Order taking and cashiering
- 2. Compiling the order and placing it on the pick-up counter or in trays
- 3. Clearing tables at customer seating day.

-Notes			

UNIT 6.7: Breakfast Service

-Unit Objectives 🏻 🏻 🌣



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

- 1. Describe common breakfast types served in hotels
- 2. Explain how to lay a cover for common breakfast types correctly as per requirement
- 3. Explain how to set-up trays for breakfast tray service as per industry standards

Sav



- · Breakfast is the first meal of the day, typically eaten in the morning. The word derives from the idea of breaking the involuntary fast due to sleep. Breakfast is considered by many food experts to be a most important meal of the day.
- Traditionally, breakfast is a large cooked meal eaten before work and designed to carry people through a large part of the day. The erosion of the cooked breakfast has been an ongoing trend in the Western world, since at least the early 20th century, coinciding with late waking times than when most Westerners had agricultural occupations, starting early in the morning.
- Breakfast in hotels may be served in the hotel restaurant or dining room, in a breakfast room set aside for this one meal, or in the guest's bedroom or suite. The current trend is that most of the hotels are offering breakfast as complementary (bed and breakfast tariff).

Types of breakfast

The following are some of the basic types of breakfast:

- 1. Continental breakfast
- 2. English breakfast
- 3. American breakfast
- 4. Indian breakfast

Explain



Continental breakfast or Café Complet

Continental breakfast is an institutional meal plan based on lighter Mediterranean breakfast traditions. It is a light meal meant to satisfy breakfaster until lunch. A typical Continental breakfast consists of the following:

Juice; - Mango juice, pineapple juice, tomato juice, orange juice or grapefruit juice

Bread ;- Toast (white bread / brown bread), rolls, croissant, brioche, muffins, doughnuts, Danish pastry served with preserves, jam, honey, marmalade and butter

Beverage: - Hot beverages such as tea or coffee.

The continental breakfast may also include sliced cold meats, such as salami or ham, and yogurt or cereal. Some countries of Europe, such as The Netherlands and those in Scandinavia, add a bit of fruit and cheese to the breakfast menu, occasionally even a boiled egg or a little salami.

If tea is served as a beverage with the above breakfast then it is known as 'The Complet'. If coffee is served with the above breakfast then is it is known as 'Café Complet'.

On the other hand, if the guest exclusively takes coffee alone (with nothing to eat), then it is known as 'Café Simple'. If the guest takes tea alone then it is known as 'The Simplé'. The current trend in the continental breakfast menu includes a wide variety of choice of food items as detailed below:

Juice :- Mango, pineapple, orange, apple fresh, stewed fruit, strawberries, lychees, melon, tomato juice, grapefruit (half or segments), figs, prunes (fresh and stewed).

Cereals: - Cornflakes, Weetabix, Special K, Alpen, muesli, bran flakes, rice crispies, porridge.

Yoghurts:- Natural or fruit, regular or low fat

Fish:-Fried or grilled kippers, poached smoked haddock (sometimes with poached eggs), grilled herring, fried or grilled plaice, fried or grilled sole, kedgeree, smoked fish, marinated fish such as gravadiax.

Eggs:- Fried, poached, scrambled, boiled, plain or savory filled omelette, eggs benedict

Meats:- Bacon in various styles, various sausages, kidney, steak, gammon

Potatoes and Vegetables:- Hash browns, sauté potatoes, home fries, mushrooms, baked beans fresh or frilled tomato

Pancakes and waffles: Regular pancakes or waffles, with maple syrup or other toppings, blueberry pancakes, whole meal pancakes, griddles cakes

Cold buffet:- Hams, tongue, chicken, smoked cold meats, salamis, cheeses

Bread items:- Toast, rolls, croissants, brioches, crisp breads, plain sliced white or brown bread, Danish pastries, American muffins, English muffins, spiced scones, tea cakes, doughnuts.

Preserves:- Jams, marmalade, honey

Beverages:- Tea, coffee (including decaffeinated), chocolate, beverages, milk, mineral waters

The Continental Breakfast concept is not limited to Europe, as evidenced by the numerous hotel chains that offer this service worldwide.

English Breakfast or Full Breakfast

Somerset Maugham once said, "The only way to eat well in England is to have breakfast three times a day". An English breakfast is an elaborate breakfast quite substantial in size and variety. The tradional English breakfast comprises of ten courses.

Juice Chilled fruit juices - Pineapple, Orange, Apple, Grapefruit, Tomato

Stewed Fruits Apples, Prunes, Figs, Pears etc. are cut into small pieces and cooked in sugar syrup flavoured with clove and cinnamon. It is served in a cocktail cup with a quarter plate as underliner and the cutlery provided is a teaspoon

Cereals Oatmeal (meal), cornflakes, wheat flakes, rice crispies, porridge are served with cold or hot milk in a soup bowl with a quarter plate as underliner and a dessert spoon is provided as cutlery.

Fish Herring, Haddock, Kedgres, Sardines are served.

Eggs Boiled, Fried, Poached, Scrambled, Plain or Savoury Omelette.

Meats Fried or Grilled bacon, sausages, ham, salami, kidney or liver.

Rolls and toast Toast white or brown or rolls like croissant, muffins, brioche, doughnuts, Danish pastry.

Butter and Preserves Butter, jam, jelly, marmalade, honey, maple syrup.

Fruits Fresh fruits like melon, papaya, mango, orange, grapefruit, pears.

Beverages Tea, coffee or hot beverages like Bournvita, Milo, Horlicks, Ovaltine, Cocco.

This traditional cooked breakfast has largely been replaced by simple, light foods and much varied choices have been added to suit today's customers. The course also varies from two to ten depending on the customer and the establishment. English breakfast is much heavier than a continental breakfast.

American Breakfast

Traditional breakfasts in the United States and Canada derive from the full English breakfast and feature predominantly sweet or mild-flavored foods, mostly hot. Restaurants that serve breakfast typically base their menus around egg dishes and meats such as sausage and bacon. Pancakes and waffles are also popular. An assemblage commonly known as a *country breakfast* in restaurants consists of eggs or omelette, sausage or bacon, hash browns, gravy, coffee, biscuits or toast with jam or jelly, and fruit juice.

The American breakfast comprises of the following courses:

Juice Mango, Pineapple, Orange, Grapefruit, Tomato

Cereals Oatmeal (meal), cornflakes, wheat flakes, rice crispies, porridge are served with cold or hot milk.

Eggs Boiled, Fried, Poached, Scrambled, Omelette, served with bacon, ham or sausages.

Breads Toast white or brown, rolls, brioche croissant, with preserves like butter, jam, jelly, marmalade and honey.

Beverages Tea, coffee or hot beverages like Bournvita, Milo, Horlicks, Ovaltine

American breakfast usually consists of fewer courses than English breakfast.

Indian Breakfast

An Indian breakfast varies from region to region and is mostly vegetarian. In East India (Orissa, Bengal) the most popular breakfast are Idly, Bara, Puri and Upma. These are served with Ghuguni (Peas curry) or potato curry and also sweets like Rasogula, chenapoda etc.

In South India, the most popular breakfast is an assortment with several possible main dishes, such as idlis, vadas, dosas and chapatis. These are most often served with hot sambar and one or two kinds of chutney items in Tamil Nadu.

The usual North Indian breakfast consists of stuffed paratha breads or unstuffed parathas (they resemble oily milee crepes) with fresh butter, cooked spicy vegetables especially aloo sabzi. Popular accompaniments include sweets like jalebi, halwa, and sweetened milk.

In Maharashtra, Poha, Upma or Shira (similar to Kesaribath) is frequently eaten for breakfast. In urban areas, omlettes and simple butter sandwiches are becoming a popular breakfast food.

Juice Mango, Pineapple, Orange, Grapes, Tomato

Fruit Salad Fresh, seasonal fruit accompanied with yoghurt or honey

Sweet dishs Rava Kesari, Basmati rice, sweet porridge, jalebi, halwa, and sweetened milk.

Eggs Boiled egg, omlette, scrambled eggs on white or whole meal bread toast served with crumbled homemade paneer cheese & chopped spinach.

Breads Toast or plain white / brown breads, butter sandwiches

Indian speciality breakfast items Idlis, vadas, dosas and chapatis served with

sambar and chutneys. Bara, Puri and Upma, Pongal, Poha, or Shira

(similar to Kesaribath) Stuffed paratha breads or unstuffed parathas with cooked spicy vegetables especially aloo sabzi.

Beverages Tea, coffee or hot beverages like Bournvita, Milo, Horlicks,

Demonstrate 🗔



Breakfast tray set-up

A breakfast tray set-up usually includes:

- A neat and clean tray mat
- Flower vase on the tray
- Cruet Set
- Sugar bowl (white sugar, brown sugar, low calories sugar/artificial sweetener)
- Preserves and butter
- Side plate
- Cutlery folder with bread and butter knife, fork, knife and dessert spoon
- Breakfast cup, saucer and tea spoon
- Milk creamer
- Juice glass
- Serviette

- Notes 🗐 —			
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7. Dealing with Invoicing and Payment

Unit 7.1 - Invoicing and payment





Key Learning Outcomes 👸



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

- 1. Differentiate between Invoice and payment
- 2. Explain different items in the invoice
- 3. Explain different types of payment done in the restaurant
- 4. Explain how to present the bill to the guest
- 5. Describe how to thank guests for gratuities in a polite and professional manner, while accepting gratuities

UNIT 7.1: Invoicing and Payment

-Unit Objectives 🏻 🏻 🌣



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

- 1. Differentiate between Invoice and payment
- 2. Explain different items in the invoice
- 3. Explain different types of payment done in the restaurant
- 4. Explain how to present the bill to the guest
- 5. Describe how to thank guests for gratuities in a polite and professional manner, while accepting gratuities

-Sav



Key terms one must know with respect to billing:

- Service Charge: An additional charge for providing a service for which there is already a basic price fee listed. At a Restaurant or hotel service, it may involve an additional pre-fixed percentage of the bill, being added to the total bill, often in lieu of tips. This is at the discretion of the Restaurant. It is banned in some states of India.
- Service Tax: The amount of service charges a Restaurant levies is entirely at its own discretion. Typically, 10% is charged, and it is mentioned on the menu. The service tax rate is 14%, but since restaurants provide both goods and services, the Central Government provides an abatement of 60% on the service tax to be levied by them
- Tips/ Gratuity: (To Ensure Prompt Service) or gratuity (also called a tip) is a sum of money customarily given by a client or customer to certain service sector workers for the service they have performed, in addition to the basic price of the service. A fixed percentage service charge is sometimes added to bills in Restaurants and similar establishments
- Invoice: An invoice is specifically made to be used in a Restaurant setting. When asking for your bill after a meal in a Restaurant, an invoice is issued to the customer as means of telling them about the food they had ordered and how much they have to pay for it in total.

-Tips|



· The F&B steward should always thank the guest for gratuities and accept graciously or as follow establishment policy and procedure in case there is one.

-Explain



Items in the Invoice

The invoice must have the following information:

- Invoice number
- Invoice date and time
- Number of guests

- Complete and clear name/description of the product or service and item numbers quantity
- The total amount due, clearly indicated.
- Taxes and other charges over and above item price
- Discounts, if any
- Payment terms
- Name or code of the person raising the invoice
- Any registration number of the establishment
- Name of the establishment

Taxes

- F&B steward must know the tax rates applicable as Goods Service Tax, service charge and others. GST for restaurant varies depends on the type of facility offered by the restaurant.
- F&B steward should be aware about the prevailing taxes.

Say



Types of payments

- Could you tell by how many ways customer can made payment in the Restaurant?
- Customer can pay for the food and drinks purchased in Restaurants by various means such as Cash, credit card, debit card, , vouchers, online payment or by using payment mobile app like Phone pe, Google cash, BHIM UPI and others . Government is also focusing more on digital payment nowadays so F&B steward must know dealing with all these types of payments.

-Explain



Nowadays customer has many options to pay apart from the cash. Payment through debit cum international card, credit card, online payment through various mobile application such as Phone pe, Paytm, G cash are very common now a days. F&B steward should know the right process of collecting payment by these modes.

Types of payments

• The payment can be made by the guest by various means – Credit card, debit card, cheque, cash, credit terms, etc.

Elaborate |



Collecting payment

- Present the bill to the customer in the counter after collecting the payment
- If the customer is paying cash take the collect and count the money and supply change if necessary
- If the Guest is paying by card, offer to bring the card machine. Card transactions must always happen in front of the Guest.
- If a Guest finds an error on the bill, apologize and take the bill to fix it immediately.
- Guests may want to split the bill, or pay separately. If it is your establishment's policy to not split bills, ensure that you politely communicate this to Guests in advance.

- Demonstrate 🛱



- 1. The associate keeps the bill ready when the guest has been served his last course.
- 2. All bills should be presented to the guest within three minutes of being requested in a clean bill folder with a pen. Bill to be cleared within five minutes of collection from the guest table.
- 3. When the guest requests for the bill the associate to place feedback card. Request for guests feedback by saying "We request you for your valuable feedback on our food and service"
- 4. While the guests is filling in the feedback cards, prepare and print the final bill. Tally the contents on the bill along with the manual KOTs before printing the bill.
- 5. The steward presents the bill in a closed leather bill folder.
- 6. Collect the bill folder for settlement.

Cash Settlements

- 1. Count the cash at the cashiers' desk.
- 2. Stamp "Cash paid" on the bill and signed by the associate.
- 3. Return the exact balance along with the top copy of the bill.
- 4. The denominations to be of good quality and should not be worn or torn.
- 5. Place the cash in the drawer with proper segregation.

Credit Card

- 1. Check the credit card for expiry date, signature and swipe it on the EDC Machine
- 2. If accepted, enter the exact amount and press "enter". Wait for approval.
- 3. Tear the charge slips and attach the customer copy to the guest bill. The merchant copy to be attached to the second copy of the bill.
- 4. Place the customer bill copy on the left hand side of the folder and the merchant copy on the right hand side.
- 5. Present the folder to the guest for signature on the merchant copy.
- 6. Signature to match the signature on card.
- 7. Once signed, collect the folder and leave behind the customer copy, customer charge slip and credit card.

Bill to company

- 1. Obtain the signature of the host and visiting card. Also ensure that hotel have received a fax or any written communication from the company on its letterhead about the same.
- 2. Make sure that company to be on the credit list of hotel
- 3. Attach the visiting card to the account copy(second copy)

City ledger

- · This facility to be extended only to those who are regular guest to the hotel and has been authorised by the General Manager, Sales manager and F&B Manager
- The guest signs the bill copy.
- The copy to be authorised by the concerned HOD along with the Ad Hoc credit form.
- To be sent to the accounts

- Activity



- When the Host puts money or a card in the bill fold, this is a signal that you may approach the table to process the payment
- You should expect a tip or gratuity from your Guest.
- If a Guest is paying by card, you need to bring the ______.

-Notes 📋









8. Handling Complaint and Issues

Unit 8.1 - Handling complaint and issues





Key Learning Outcomes 👸



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

- 1. Explain respond to customer requests appropriately in line with organizational standards
- 2. Explain how to respond to customer complaints appropriately in line with organizational standards
- 3. Explain how to deal with an angry customer effectively

UNIT 8.1: Handling Complaints and Issues

-Unit Objectives | ©



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

- 1. Explain respond to customer requests appropriately in line with organizational standards
- 2. Explain how to respond to customer complaints appropriately in line with organizational standards
- 3. Explain how to deal with an angry customer effectively

Sav



- · One of the most important parts of giving great customer service is knowing how to deal effectively with customer complaints. Things are bound to go wrong once in a while, no matter how hard you try. Food gets burned, orders get forgotten in the middle of a dinner rush, or new servers simply forget their training.
- · No matter the reason for the complaint, your goal should be to send your guest home knowing that you value their comments and their business, and that the problem wasn't typical of your establishment. How you handle customer complaints will determine if the customer comes back to your Restaurant.

-Explain



For dealing with various complaints please consider below points:

- Have a positive attitude.
- See the situation as a chance to improve your service.
- Do not take feedback personally.
- Use the Guest's name to show personalised service.
- Use positive words such as 'yes', 'absolutely' and 'certainly'.
- Avoid negative words such as 'unfortunately', 'problem' and 'no'.
- DO ask open-ended questions.
- DON'T ask closed-ended, yes-no questions.
- You apologise that the Guest is unhappy. You haven't admitted that your establishment has done anything wrong, but do acknowledge the Guest's dissatisfaction
- · You accept responsibility for the problem. You have admitted that there was a problem and that it was your fault.

-Elaborate



It often happens that the customer gets very angry, unpleasant and loud, disturbing other customers. In this situation, customer needs to be taken into a different room where the conversation can be carried out in private. This type of incident is unfavourable for your establishment, since this customer can spread the word about their dissatisfaction.

Following the below steps may help in dealing complaints:

- **Apologize and be sorry** the first step is to apologize and be truly sorry for what happened. You must not belittle the complaint since this humiliates the customer and sends them a message that they're lying.
- **Listen** when they are speaking, attention needs to be directed towards the customer. Stop doing what you're doing (sends a message that nothing will distract you from solving the problem). Let the customer finish with presenting their problem and don't make premature conclusions.
- Take notes while the customer is presenting the problem, don't interrupt but take notes of what they're saying since this will later help you in responding and offering a solution (sends a message that the problem will be dealt with seriously and systematically).
- **Repeat the problem** when the customer is finished, briefly repeat the problem to make sure you have understood it correctly.
- Offer a solution if possible, offer a solution right away, two realistic options, without giving false promises or exaggerating. If not possible, give a firm promise that everything will be done to solve the problem in a satisfactory manner.
- Apologize and thank the customer the conversation must end with a repeat apology and a thank you to the customer for warning you about the problem. This sends a message that the customer's opinion is appreciated.
- **Report to your superior** next step is reporting to your superior, agreeing about the solution, making a decision and following its progress.
- **Report to the customer** as the final step, you must inform the customer about what was done to solve the problem, instead of giving that task to a colleague. This sends a message that you took the problem seriously and personally made sure it was solved. This is personalized service.

If it becomes evident that the complaint is a result of a systematic inappropriate procedure or of a permanent deficiency, actions must be taken to introduce new and improved procedures in order to keep the problem from repeating in the future.

- Use the Guest's name
- Listen to the whole complaint there might be more than one problem
- Listen actively don't interrupt
- Confirm the complaint by repeating it back to the Guest
- Apologise and offer solutions
- In the case of food, keep both Guests' dishes warm
- Take ownership of the problem make sure it is resolved
- Give the Guests feedback about time frames
- Follow up to ensure the Guest is satisfied

- Say



Dealing with angry guest

• Good food and happy customers are the key to success for any restaurant. That's why knowing how to handle customer complaints and deal with angry customers is integral to running a successful restaurant.

-Explain



- · Assume the customer had right to angry
- · Stay Calm
- Let the person vent, if possible, take the person in private so that another guest may not get disturb
- Listen to the customer
- Don't take the complaint personally
- Speak with a soft tone of voice
- Express sympathy for the feelings
- Smile when you talk
- Use the customer's name
- Take responsibility
- · Put the customer first, problem second
- Apologize
- Find a solution
- Take a few minutes for yourself
- Follow up

-Role Play 🔇



• Handling an angry guest in the Food & Beverage Service Steward.

-Summarize



No matter the reason for the complaint, your goal should be to send your guest home knowing that you value their comments and their business, and that the problem wasn't typical of your establishment. How you handle customer complaints will determine if the customer comes back to your Restaurant.

1. Few key points to be kept in mind while resolving customer complaints:

- Apologize and be sorry
- Listen to the customer
- Take notes of the problem
- Repeat the problem to the customer
- Offer a solution to the customer
- Apologize and thanks the customer
- Report to your superior if you can't handle the complaint
- Report to the customer

2. Dealing with angry or difficult customers

- · Assume the customer had right to angry
- Stay Calm
- · Let the person vent, if possible, take the person in private so that another guest may not get disturb
- Listen to the customer
- Don't take the complaint personally
- Speak with a soft tone of voice

- Express sympathy for the feelings
- Smile when you talk
- Use the customer's name
- Take responsibility
- Put the customer first, problem second
- Apologize
- Find a solution
- Take a few minutes for yourself
- Follow up

Notes 📋	









9. Communication with Customers and Colleagues

Unit 9.1 - Communication with customers and colleagues





Key Learning Outcomes 👸



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

- 1. Describe appropriate communication etiquette while working etiquette: e.g. do not use abusive language, use appropriate titles and terms of respect, do not eat or chew while talking (vice versa), etc.
- 2. Explain active listening skills while interacting with others at work
- 3. Explain the use of appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism
- 4. Explain the use of appropriate welcome phrases and gestures as per organization standards
- 5. Explain how to provide customer relevant information that makes their experience comfortable, safe and enjoyable

UNIT 9.1: Handling Complaints and Issues

-Unit Objectives



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

- 1. Describe appropriate communication etiquette while working etiquette: e.g. do not use abusive language, use appropriate titles and terms of respect, do not eat or chew while talking (vice versa), etc.
- 2. Explain active listening skills while interacting with others at work
- 3. Explain the use of appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism
- 4. Explain the use of appropriate welcome phrases and gestures as per organization standards
- 5. Explain how to provide customer relevant information that makes their experience comfortable, safe and enjoyable

- Ask



- What to do you understand by the term communication
- Do you think communication is important for F&B steward?

-Say



Communication is a process of exchanging verbal and non-verbal messages and it is a continuous process. Prerequisite of communication is a message. This message must be conveyed to the recipient using a medium. It is essential that the recipient must understand the message in same terms as intended by the sender. He/she must respond within a time frame, communicating receipt of the message. Therefore, communication is a two-way process. Communication is incomplete without feedback from the recipient to the sender on how well the message is understood by him or her.

Explain



- **Communication** is the process by which we exchange meanings, facts, ideas, opinions or emotions with other people. The word communicate has been derived from the Latin word "Communicare" which means to share or to participate.
- Two way communication-process, elements of communication.

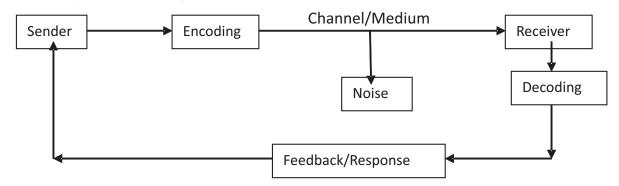


Fig 9.1.1 Flow of communication

- **I. Sender:** (Source) is the originator of the idea which will be passed across as a message influenced by stimulus (thing that rouses to activity) that triggers the source to present the message.
- **ii. Encoding:** The message is converted into a suitable form for transmission. The medium of transmission will determine the form of communication, spoken or written.
- **iii. Channel/Medium:** Medium through which message is communicated. It depends on your message, audience location, need of speed and formality required.
- iv. Noise: While being transmitted through the desired medium, communication can be disrupted by noise.
- v. Receiver: The person for whom the message is intended. He is the desired audience.
- vi. Decoding: The message which is in coded form is interpreted for its content to understand the meaning.
- vii. Feedback: Response of the receiver to the message based on the meaning interpreted.

Explain



Communication Etiquette

Etiquette is a term that refers to the conventions and norms of social behavior. They are accepted codes of conduct with respect to interpersonal communication. Some example forms of etiquette with respect to communicating with others include:

- Looking into someone's eyes as you talk with them
- Do not chew while communicating
- Not interrupting someone as they speak
- · Avoiding negative expressions and feelings, such as swearing or an angry tone
- Not picking your nose as someone talks to you
- Showing up on time to a meeting or a date
- Being polite. For example, saying please and thank you as necessary
- Shaking one's hand when meeting them or saying goodbye

Active Listening Skills at Workplace

Active listening is an important skill. However, when we communicate, we tend to spend far more energy considering what we are going to say than listening to the other person. Effective listening is vital for good verbal communication. There are a number of ways that you can ensure that you listen more effectively. These include:

- Be prepared to listen.
- Concentrate on the speaker, and not on how you are going to reply.
- Keep an open mind and avoid making judgements about the speaker.
- Concentrate on the main direction of the speaker's message. Try to understand broadly what they are trying to say overall, as well as the detail of the words that they are using.
- Avoid distractions if at all possible. For example, if there is a lot of background noise, you might suggest that you go somewhere else to talk.
- Be objective.

- Do not be trying to think of your next question while the other person is giving information.
- Do not dwell on one or two points at the expense of others. Try to use the overall picture and all the information that you have.
- Do not stereotype the speaker. Try not to let prejudices associated with, for example, gender, ethnicity, accent, social class, appearance or dress interfere with what is being said

Common English Phrases to be used in Restaurant

- 1. Greet the customer according to the time of the day , " *Good Morning / Afternoon / Evening, Sir / Madam.*Welcome to the ______.
- 2. Ask the order from the customer,' What you would like to order for Sir/Madam'
- 3. Take the order and before finalizing repeat the order, 'Sir/Madam, you ordered for two Chicken burger, one French fries and two diet coke, anything else you would like to order!'
- 4. Tell the bill amount, 'Sir/Madam your bill amount is Rs Five hundred twenty two'
- 5. Thanks the guest for the payment, 'Thank you so much Sir", return the change ,'Sir , Madam, this is the change for you"
- 6. Tell the guest how much time it will take to serve the order,' Sir/Madam, your order will be delivered within 15 minutes'
- 7. Thank the guest while leaving,' Thank you so much Sir/Madam for your visit, Hope you enjoyed your meal. Do visit again. Have a nice day ahead'

Avoid the use of slang expressions, specifically those associated with eating in a restaurant. An example of restaurant slang is, "That item is 86'd" or "Would you like decaf?" Instead say, "Unfortunately we are out of the Fresh orange juice," and "Would you prefer decaffeinated coffee?".

When interacting with a guest, appropriate and professional communication skills should be used. All employees should be aware of that their body language, tone of voice and the words they use when communicating with a guest.

Words that are service positive and make a guest feel comfortable include:

- Please
- Thank You
- Excuse Me
- May I help you?
- Yes Sir/Madam, and
- · Certainly.

It is inappropriate to express to guests any negative opinions you may have about the food, or other guests. You should always speak with a positive attitude when sharing information with the guests. An example is if a guest asks you about a menu item, a positive answer would be, "All the items on the menu are delicious. May I recommend some of our most popular items."

Sel	f-introduction						
I a	mand I work as a F&B steward with						
	(name of employer). How may I help / assist you?						
Eng	lish Phrases to be used as an interaction with guests/ visitors						
•	What can I do for you?						
•	May I help /assist you?						
•	How many are you?						
•	Would you follow me, please?						
•	May I take your order, Sir/madam?						
•	What would you like to start with?						
•	What would you like to drink?						
•	What would you like for dessert?						
•	How would you like your steak? (rare, medium, well done)						
•	Do you want a salad with it?						
•	What kind of dressing?						
•	Anything to drink?						
•	Do you want a dessert?						
•	The burgers are very good.						
•	Sorry, the hamburgers are off.						
•	Is everything all right?						
•	Did you enjoy your meal?						
•	Are you paying together?						
•	May I show you to a table?						
•	You would like to dine here or Take Away						
•	Do you want vegetables with it?						
•	Why don't you try the pizza?						
•	It'll take about 20 minutes.						
Wh	en on telephone:						
1.	Greet the caller in a clear and audible voice						
2.	All telephone calls must be answered within 3 rings.						
3.	Ensure that the initial greeting to be clear and audible. "Good morning / afternoon / evening, this is (tell your name) from, How may I assist you?"						
4.	Voice to be low-pitched, well modulated and of the right volume						
5.	Ensure there is no background noise while speaking to guests						
6.	Place the caller on hold if he / she would like to speak to someone specific in your restaurant or the						
	$information\ required\ is\ not\ readily\ available\ after\ taking\ his\ /\ her\ permission\ by\ saying.\ "May\ I\ place\ you\ on$						
	hold Sir / Madam?"						
7.	Transfer the call if the caller would like to speak to someone in another department. Press the 'Flash' button and the desired extension number to which the call has to be transferred. While transferring a call: "Certainly Sir/Madam. Allow me to transfer your call."						

- 8. If the transferred extension is busy, offer to take down the message from the caller or ask whether the caller would like to be placed on hold again.
- 9. In case of Multiple Calls Take permission from the current caller to place him on hold & attend the next call using standard phraseology. "May I place you on hold for a moment Sir/ Maam?"
- 10. Inform caller that you are on another call.
- 11. Offer to call back within a stipulated time
- 12. Return to the first caller apologizing for having kept him on hold. "I am sorry to have kept you on hold Sir/Maam......"
- 13. Telephone conversation is closed with a pleasant final remark by staff. "Thank you for calling ______.

 Have a pleasant day Sir / Maam

Summarize



Telephonic communication

• A person's first contact with the service staff may be by telephone. The customer may call to ask for a delivery or for just some information.

While taking a telephone message

- All telephone calls within 3 rings. A clearly spoken standardized greeting will be used at all times.
- All conversation should be in polite and courteous manner
- Make sure that there is no noise barriers
- Always smile while talking on the phone; the customer can sense it.
- No jargon to be used
- No caller will be kept on hold for longer than 15 seconds
- Never bang the telephone and let the guest first put the telephone.

Communication is a process of exchanging verbal and non-verbal messages and it is a continuous process. Pre-requisite of communication is a message. This message must be conveyed to the recipient using a medium. It is essential that the recipient must understand the message in same terms as intended by the sender. He/she must respond within a time frame, communicating receipt of the message. Therefore, communication is a two-way process. Communication is incomplete without feedback from the recipient to the sender on how well the message is understood by him or her.

Tips



Tips for becoming a better listener:

- Do not interrupt in between
- Listen to the speaker patiently and make notes
- Do not ask too many questions, ask that question which is very important
- Allow other also to speak

Characteristics of positive communication:

- Eye contact: demonstrates interest, shows sincerity
- Body posture: congruent body language will improve the significance of the message
- Gestures: appropriate gestures help to add emphasis
- Voice: a level, well-modulated tone is more convincing and acceptable
- Timing: use own judgment to maximize receptivity and impact
- Content: how, where and when one chooses to comment is probably more important than WHAT he/she say.

Tips for taking a telephone message:

- All telephone calls within 3 rings. A clearly spoken standardized greeting will be used at all times.
- All conversation should be in polite and courteous manner
- Make sure that there is no noise barriers
- Always smile while talking on the phone; the customer can sense it.
- No jargon to be used
- No caller will be kept on hold for longer than 15 seconds
- Never bang the telephone and let the guest first put the telephone.

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10. Customer Orientation and Service

Unit 10.1 - Customer service principles





Key Learning Outcomes 👸



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

- 1. Describe principles of good customer service
- 2. Explain customer service behaviour expected from servers in food establishments

UNIT 10.1: Handling Complaints and Issues

-Unit Objectives 🏻 🏻 🌣



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

- 1. Describe principles of good customer service
- 2. Explain customer service behaviour expected from servers in food establishments

Ask



• Do you think in hotel industry customer service plays an important role to bring customers back.



The key to good customer service is building good relationships with your customers. Thanking the customer and promoting a positive, helpful and friendly environment will ensure they leave with a great impression. No matter how tasty your menu, customers won't come back if they have bad experiences with your customer service. A happy customer will return often and is likely to spend more.

To ensure you provide the best customer service:

- Know what your customers consider to be good customer service
- Take the time to find out customers' expectations
- Follow up on both positive and negative feedback you receive
- Ensure that you consider customer service in all aspects of your business
- Continuously look for ways to improve the level of customer service you deliver

-Explain



You are in business to service the needs of customers, and you can only do that if you know what it is your customers want. When you truly listen to your customers, they let you know what they want and how you can provide them with goog service. Never forget that the customer pays your salary and makes your job possible.

- 1. Be a Good Listener: Take the time to identify customer needs by asking questions and concentrating on what the customer is really saying. Listen to their words, the tone of voice, body language, and most importantly, how they feel. Beware of making assumptions, thinking you intuitively know what the customer wants.
- 2. Identify and Anticipate Needs: The more you know your customers, the better you become at anticipating their needs. Communicate regularly so that you are aware of problems or upcoming needs.
- 3. Make Customers Feel Important and Appreciated: Treat them as individuals. Always use their name and find ways to compliment them, but be sincere. People value sincerity. It creates good feeling and trust. Customers are very sensitive and know whether or not you really care about them. Thank them every time you get a chance. Also remember be friendly with the customer but not over familiar.

- **4. Body Language is Key:** Make sure that your body language conveys sincerity. Your words and actions should complement each other.
- **5. Understanding is Crucial:** Help customers understand your systems. Your organization may have the world's best systems for getting things done, but if customers don't understand them, they can get confused, impatient and angry. Take time to explain how your systems work and how they simplify transactions. Be careful that your systems don't reduce the human element of your organization.
- **6. Appreciate the Power of "Yes"**: Always look for ways to help your customers. When they have a request (as long as it is reasonable) tell them that you can do it. Figure out how afterward. Look for ways to make doing business with you easy. Always do what you say you are going to do.
- 7. Know How to Apologize: When something goes wrong, apologize. It's easy, and customers like it. The customer may not always be right, but the customer must alwayswin. Deal with problems immediately and let customers know what you have done. Make it simple for customers to complain. Value their complaints. As much as we dislike it, it gives us an opportunity to improve. Even if customers are having a bad day, go out of your way to make them feel comfortable.
- **8. Give More than Expected:** Make customers happy, think of ways to elevate yourself above the competition. Consider the following:
 - What can you give customers that they cannot get elsewhere?
 - What can you do to follow-up and thank people even when they don't buy?
 - What can you give customers that is totally unexpected?
- **9. Get Regular Feedback:** Encourage and welcome suggestions about how you could improve. There are several ways in which you can find out what customers think and feel about your services. Listen carefully to what they say. Check back regularly to see how things are going. Provide a method that invites constructive criticism, comments, and suggestions.
- **10. Treat Employees Well:** Employees are your internal customers and need a regular dose of appreciation. Thank them and find ways to let them know how important they are. Treat your employees with respect and chances are they will have a higher regard for customers. Appreciation stems from the top. Treating customers and employees well is equally important.

Notes 📋			









11. Grooming, Conduct and Etiquette

Unit 11.1 - Personal Presentation

Unit 11.2 - Code of Conduct and Etiquette

Unit 11.3 - Ethics and Discipline





Key Learning Outcomes 👸



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

- 1. Explain appropriately to professional standards of personal presentation
- 2. Describe appropriate behavioural and etiquette standards while dealing with customers
- 3. Describe high ethical standards of practice
- 4. Demonstrate responsible and disciplined behaviours at the workplace

UNIT 11.1: Personal Presentation

-Unit Objectives 🏻 🏻 🕳



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

1. Explain how to dress-up appropriately as per the professional standards for personal presentation

- Ask



What is the importance of grooming for the food and beverage steward?

Sav



Grooming is very important for Food and beverage service steward as it projects the image of the restaurant. Skills, experience and qualifications are important, but so is our grooming. The act of grooming is to make yourself look neat and clean. Dirt and dirty practices make dinning unpleasant as well as unsafe.

Points to remember for maintaining of personal hygiene:

- A shower or bath should be taken daily.
- Always use either deodorant or talcum powder.
- · Sufficient sleep (minimum 06 hours), and adequate healthy intake of food (more vegetable, less oil) and regular exercise will keep body healthy.
- Always trim nails and keep hands clean.
- Male should be clean-shaven with well-trimmed moustache.
- Wear clean uniforms.
- Daily wash your undergarments. Always wear clean undergarments.
- Hair must at all times be clean and well groomed.
- Always brush your teeth after eating breakfast, lunch, and dinner.

These hygiene standards which have to be followed by every food and beverage professional:

1. Bathe

- Bathe every day before coming to the shift
- Shampoo hair regularly to avoid dandruff

2. Hair

- Hair must be trimmed & clean all times
- Hair must not touch the face. Hair must not be greasy or oily

3. Face

- Males should shave every day, before coming to shift
- Moustache, if kept must be neatly trimmed
- Do not wear strong aftershave
- Ladies should wear only light make up. Excessive jewellery should be avoided
- Do not use heavy perfumes. Fresh light cologne is preferable to strong ones

4. Teeth

- · Brush your teeth immediately before coming to the shift
- Do not eat onion, garlic or smoke before your shift
- If you smoke, use mouth fresh

5. Hands

- Always wash hands with soap, before shift
- Keep your nails short & clean
- Hands must always be clean, free of any stains or any skin breaks

6. Uniforms

- Should be clean, laundered, ironed
- Change whenever it is visible soiled
- Change socks & undergarments every day
- · Always carry a neat handkerchief

7. Feet

• Must be washed regularly & toenails kept trimmed

8. Shoes

- Wear comfortable closed toed shoes
- · Shoes must be well polished
- Do not wear high healed or open toed shoes

9. Cuts and Burns

- · Cuts & burns must be covered with correct dressing
- The dressing should always be in proper condition

10. Illness

· Inform if you suspect or know that you are not physically fit

Explain



- The importance of grooming in hospitality industry lies in the fact that it is more than a profession; it is a lifestyle that requires personality, charm, enthusiasm, a caring attitude and pride.
- It is a demanding job that requires not only skills but also a personal commitment a lifestyle change. The elements of image excellence do not stop at clothing and grooming in the hospitality industry.
- A positive first impression goes beyond how we look (appearance) and what we do (body language) to the way we communicate and serve others.
- Therefore, regardless of your position in the organization whether you serve guests directly or serve those who serve the guests, you are in the business of customer satisfaction.
- It is also essential to make ourselves feel good and confident. If we feel good about ourselves, everything goes better.

Ask



• List down the various hygiene standards which have to be followed by every food and beverage professional

–Notes 📋 –––––	
-Notes 🗐 -	
	-

UNIT 11.2: Code of Conduct and Etiquette

-Unit Objectives 🏻 🏻



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

1. Describe appropriate behavioural and etiquette standards while dealing with customers

-Sav



- · The hotel and restaurant business is a cocktail of showmanship, diplomacy and sociability. All F&B personnel are required to communicate effectively with manners and etiquette of a good host. Guest observes more than grooming & appearance. They observe how staff members carry themselves. Therefore hotel staff must know about etiquette & manners & practice them. Courtesy enhances workflow & it is imperative for a good working environment.
- · Etiquette & manners enhances the ability to get along with those around you, making others feel comfortable & important. It enables us to present ourselves to our best advantage but one must remember that the world is changing & the rules must change as a result.

Do's and Don't's inside the restaurant

- 1. Attend to guest as soon as they enter the restaurant addressing their name as it gives recognition.
- 2. Pronounce name correctly.
- 3. Welcome and wish them the time of the day. Eg. (Good Afternoon Mr.Robert, Welcome to The Zayka Restaurant), escort the guest to the table
- 4. Help guests to be seated . Assist guests to remove and wear heavy warm coats and bags.
- 5. Provide extra cushions or special chairs for children.
- 6. Do not overhear conversation.
- 7. Avoid mannerisms such as touching the hair, scratching oneself, etc.
- 8. Stand erect at all times A gentle bow at the time of service is permissible.
- 9. Talk softly and politely
- 10. Always wear smile on your face.
- 11. Avoid arguments.
- 12. Do not run inside the restaurant.
- 13. Do not make clusters inside the restaurant.
- 14. Avoid talking inside the restaurant
- 15. Carry pen in the trousers pockets and not behind ears or clipped in front of the jacket.
- 16. Desist from chewing gum or beetle nut.
- 17. Present the bill/check to the guest in the bill folder.
- 18. Avoid soliciting for tips . Remove tips after guest have left.
- 19. Lead guest to the clean tables only.
- 20. Keep you working area neat and clean as guest is very observant
- 21. Remember you may be in the view of a guest even when you are not directly interacting with him/her.
- 22. While approaching to the guest, use words like "May I assist you" or May I help you Sir/ Madam"
- 23. Enter and leave the restaurant through the service entrance only
- 24. After service always use words like, "Thank You, It's been a pleasure serving you. Please come again soon."

While Standing:

- 1. While Standing to take an order or standing at the restaurant door, stand erect at ease, but not in a casual manner.
- 2. Weight balanced on both foot.
- 3. Shoulders straight
- 4. Chest out
- 5. Stomach in
- 6. Keep your hands on the sides or behind your back.
- 7. Do not keep your hands in the pockets or on the hips
- 8. Do not cross your arm across your chest
- 9. Do not lean against walls, sideboards or on the hostess desk.
- 10. Do not huddle together in bunches inside the restaurant. There is always something to be done in your area, even when the guests are not there.
- 11. Avoid turning your back to the guest whenever possible. While moving through a revolving door, generally whoever comes first leads the way.
- 12. In case of hotel staff, they should make way for guest, people with physical disabilities, old people, slow traveller & people with bulky packages.
- 13. Maintain a steady pace & never stop or change once inside.

- Elaborate



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- 12. In case of hotel staff, they should make way for guest, people with physical disabilities, old people, slow traveller & people with bulky packages.
- 13. Maintain a steady pace & never stop or change once inside.

Thumb-rules for a food & beverage service personnel's do's and don'ts in restaurant:

- 1. Never run nor walk very slowly.
- 2. Never seat a guest at dirty or un cleared table.
- 3. Never gather together in a group in the restaurant, stand at your own station.
- 4. Never let the glasses be empty.
- 5. Never pick up a plate without first asking permission.
- 6. Never serve a very hot dish without first warning the guest at least say "Excuse me."
- 7. Never bend so much that you breath on the food.
- 8. Never delay any order for the children, serve them first at the table.
- 9. Never allow the hot food to cool down on the side board while you adjust the table. Steaming food must be served.
- 10. Never make noise of your shoes.
- 11. Never listen to guests talks, even when you cant help hearing it, pretend you have not heard.
- 12. Never laugh at guests jokes. Even if they are addressed to you. At the most smile. But your lips should not open apart.
- 13. Never vanish inside the kitchen for a long time.
- 14. Never go inside the bar and pour a drink.
- 15. Never keep a dish on table if after ordering, the guest has gone out for telephone or toilet or meet a visitor.
- 16. Never keep an half eaten plate open if the guest has gone out in the middle of meal. Cover it with another plate or a food cover.
- 17. Never talk loudly & across the room. Don't even greet from a distance.
- 18. Never accept an order if you are not sure whether the item is available or not. Also, never give a blunt "NO", instead say you will check with your supervisor. Never fail to ask guests preferences.
- 19. Never keep a signed check with you, send it immediately to cashier.
- 20. Never touch a guest or even his chair.
- 21. Never bring more bread rolls / butter than the portions ordered.
- 22. Never expect the guests to clear the place for you to keep the plates on the table.
- 23. Never expect the guest to ask for service, offer it by anticipating in advance. Don't be indifferent to them.
- 24. Never put unused food in the soiled dish while clearing.
- 25. Never stare at the walls, floor or ceiling. Look only to the tables and guests.
- 26. Never carry any cutlery in open hands, carry it in a napkin or on a plate or salver.
- 27. Never touch the rim of glasses.
- 28. Never touch the bowls of spoon or tins of forks.
- 29. Never argue with guests, not even with other service staff. Your job is to listen carefully and not to defend.
- 30. Never hurry a guest to get the table cleared early.
- 31. Never use the service cloth as a handkerchief. Don't put it in trouser pocket.
- 32. Never fail to inform your colleague, if you are required to leave your station while the guest is being served.

- 33. Never fail to ask the guest "How is the food."
- 34. Never fail to treat all the guests as equally and respectfully as VIPs.
- 35. Never let an unsatisfied guest to leave the Restaurant.
- 36. Never fail to apologise even if the guest shows slightest sign of dissatisfaction.
- 37. Never fail to take some immediate action upon the guests complaint.
- 38. Never fail to report every complaint serious or otherwise to your supervisor.
- 39. Never report to work in unkept, unprofessional appearance.
- 40. Never be unprepared for servicing the guest.
- 41. Never ask any favors from the guest.
- 42. Never pick up food without checking proper accompaniments & garnishes.
- 43. Never load trays carelessly or too heavily.
- 44. Never fail to light the guests cigarettes.
- 45. Never fail to thank a guest and say "Have a nice day".
- 46. Never report to duty without shaving & a bath.
- 47. Never handle a plate with your thumb in it.
- 48. Never hold try or plates near your body.
- 49. Never bring soiled plates in front of guests.
- 50. Never put a spoon or straw in the guests glass or cup. It is the guests privilege.
- 51. Never touch the bottle to the glass while pouring.
- 52. Never count the tips in front of guests.
- 53. Never move around for tips.
- 54. Never be confused or unhelpful.
- 55. Never crops in front of persons who are speaking, stop, say, "Excuse me" and cross and say "Thank You".
- 56. Never keep trays etc., on stair cases or at blind spots around the corners.
- 57. Never use the wrong tool for the job, like a bottle opener to open a bottle and not table edge or knives or teeth.
- 58. Never use a wet napkin to hold hot dishes.
- 59. Never go too close at the back of another person with a loaded plate or tray. He may suddenly move in the wrong direction.

Tips



Tips on timing & honouring schedules:-

- Hotel staff should always specify time that they expect to be taken while fulfilling guest requests or responding to a query.
- Guests are more important than staff or other work. They should always be given first priority.
- Orders must be served within standard time.
- In case an order is expected to take additional time, the service of food & beverages should be planned in such a way that the guest is kept waiting for the last duration.
- The staff should offer fast beverage replenishments in order to create a positive impression of alertness.

While talking to guest: -

- Always smile while welcoming a guest in the restaurant.
- Always give the guest full attention & do not say, "yes" until you completely understand what he is asking for. Always provide the guest with at least two alternatives while solving a problem.
- Never say "I don't know". Tell the guest you will find out for him & ensure him that he will be providing with correct information.
- Never argue with the guest, speak softly & clearly without any artificial accent.
- Never discuss negative views about the hotel or other staff with the guest.

If you are directly handling food, then follow these rules......

- Always wash your hands before touching food, and always after coming from toilet.
- If you are suffering from any skin, nose, throat or stomach problem or trouble at work, tell your senior and don't handle food.
- Use waterproof dressings on cuts and sores. And remember to keep those dressings clean.
- Be clean in yourself and in the clothes you wear.
- Don't smoke in a kitchen or dining room. And never cough or sneeze over food.
- Clean as you go in the kitchen, if anything gets spilled, wipe it immediately. See that all utensils are kept clean.
- Cover food, keep it clean, and serve it either cold or piping hot.
- Use tongs, spoons etc. when handling food, rather than your fingers.
- Always keep the lid on a dustbin.
- In restaurants, remember that clean, fully equipped, well-lit, and airy conditions are required for maintenance of hygiene.

Etiquette for using restaurant equipment

- Learn how to operate the equipment properly.
- If it is empty and requires refilling, do so to avoid inconvenience to the next door.
- In case you have borrowed the equipment, return it to the initial user as soon as possible and in the same condition as received.
- Do not borrow equipment without prior permission.
- Use correct method and technique to use and carry restaurant equipment.
- Do not rest foot sole against walls or restaurant furniture.
- Do not bang the door of the sideboards.
- Do not carry trays peppermills, dirty linen and other such items under your arms when your hands are full.

Ask



What do you understand by the Body language?

Say



• Research shows that what we communicate to others is made up of 55% body language.

-Explain



- Your posture. Good posture Standing up straight, with your shoulders back and chin up. Bad posture slouching, with your shoulders drooping, back curved and head down.
- Eye contact. You should always look Guests in the eye when you speak to them.
- Your expression. Smiling makes the Guest feel welcome, comfortable, and at ease. Frowning, or looking annoyed or bored, tells the Guest you don't want to be there.
- Your hands. Use an open palm when gesturing. Pointing is considered very rude and aggressive.
- Movement. Never run in the dining area. Also don't walk too slowly. Always stand aside for Guests.

– Notes 📋 –	
	
	

UNIT 11.3: Ethics and Discipline

-Unit Objectives 🏻 🏻 🌣



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

- 1. Describe high ethical standards of practice
- 2. Demonstrate responsible and disciplined behaviours at the workplace

-Say



- · Workplace ethics are nothing but the rules and procedures that should be carried out in an office by the employer and the employees to maintain a professional company culture and to build a better relationship with their customers by providing better services.
- Workplace ethics plays an important role in company growth and development.

Explain



Examples of workplace ethics are:

- 1. Loyalty
- 2. Comradery
- 3. Citizenship
- 4. Trustworthiness
- 5. Integrity
- 6. Respect
- 7. Caring
- 8. Fairness
- 9. Responsibility
- 10. Accountability

- Elaborate 🛚



- · Integrity means to be always honest and sincere under any circumstances. When any individual shows integrity in a professional environment and his work, it means that the person can be trusted as well as he is an honest man to rely on. The person who is honest and sincere always sustains for a longer duration in the company as compared to others. Integrity is sticking to your own personal code of conduct, being open and honest, having nothing to hide and stick to what you decide. Internal integrity is about being able to do the right thing, even if no one is looking and even if you will receive absolutely no credit for doing so.
- Doing the right thing, even though it may be the harder option, despite no one looking will really be a huge step towards ensuring that you live with integrity.

-Explain



- List at least 5 actions or practices one must follow in order to be groomed suitably for the workplace.
- Draw a picture of well-groomed Food & Beverage Service Steward.

Activity



- Conduct a skill practice team activity
- Ask the students to divide the class in to two teams
- Explain the purpose and duration of the activity
- Arrange a group discussion on Consequences of unethical or unprofessional behaviour at work place
- Discuss the observations one by one and explain to them.

-Notes 📋 -			
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12. Handling Different Customers

Unit 12.1 - Handling different customers





Key Learning Outcomes 👸



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

- 1. Describe how to serve various categories of guests as appropriate to their needs
- 2. Explain how to deal effectively with different type of customers to achieve customer satisfaction.

UNIT 12.1: Handling Different Customers

-Unit Objectives 🏻 🏻 🌣



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

- 1. Describe how to serve various categories of guests as appropriate to their needs
- 2. Explain how to deal effectively with different type of customers to achieve customer satisfaction.

- Ask



Have you seen any situation where the guest is annoy and complaining about the food

Sav



In service industry like hotel or restaurant, complaints go side by side. Whenever you would try to sell any product or service, you will find some people who may not become satisfied. In restaurant, people get angry or not fill happy for various reasons. Some common reasons are like not getting proper service by staffs, bad quality of food in restaurants etc. The basic golden rule of dealing with guest complaints, is don't be panic or offensive while guests complaint to you. Try to professionally deal all sorts of complaints. This is a great chance to show your professionalism. Customers can behave differently in different situations and a good customer service professional will be equipped to handle different customers differently as per needs of the situation. Good food and happy customer brings revenue to your restaurant.

Explain



- · Every day customer service representatives face situations when what they say makes or breaks a service interaction. The following phrases should not be used because they anger and disappoint the customers.
- "I'm busy right now"
- "NO"
- "I don't know"
- "You want it by when?"
- "That's not my job/that's not my department"
- "Call me back"
- "That's not my fault"
- "You need to talk to my supervisor"
- When dealing with complaints, use the STARS mantra: Sorry, Thanks, Act, Recover and Share.
- Sorry. Immediately apologize to the customer. No finger pointing, arguing or pushing blame onto another staff member.
- Thanks. Express gratitude to the customer for bringing the issue to the attention of your restaurant. Remember that a complaint is a fantastic opportunity to do some great public relations work.
- · Act. Rectify the situation at once. If the food was not to the customer's liking offer to recook the dish or replace it with something else that the person would prefer.

- **Recover.** Offer the customer a small freebie, such as a dessert. This ensures that your customer feels that the mistake was not only rectified but that an effort is made to compensate for it. However, use your discretion with this because you don't want to positively reinforce complaint behaviour or make it seem as if you're bribing your guest.
- **Share.** Use the complaint as a learning opportunity for your staff. Make sure they're all, from kitchen staff to waitrons, fully aware of how to deal with complaints. Ensure that the manager is brought into the STARS process at some point so that customers believe they are being properly looked after.

- Elaborate



1. The timid guest

Genuine interest and patient understanding will put this type of guest at ease. Even a comment on the weather can make him feel at home whereas the aggressive guest must be handled in a courteous and businesslike manner. Kindness and politeness can often change him into a steady and appreciative customer.

2. The fussy guest

This is one of the hardest guests to please. Try to stay one step ahead of him by learning the things that irritate him. Be sure to have everything just right, before serving the fussy guest. Remember all of the little things the fussy guest especially likes, even when they may seem peculiar to the average person.

3. Over-familiar guest

Be courteous, dignified, and avoid long conversations. Stay away from the table, except when actual service is needed. Never try to give a wisecrack answer to a smart remark. You will only cheapen yourself and lower yourself to the same level as the rudeness of the guest.

4. The guest who is alone

Don't call attention by asking if he is alone. Seat him where he can see what is going on. The guest may be lonely and want someone to talk to. Be friendly, but don't neglect other guests. With nobody to talk to, time seems long, so serve as quickly as possible. This could be your most critical guest.

5. Noisy trouble-maker guest

Don't be drawn into arguments. Speak softly. Don't antagonize. Refuse to participate in criticism of management, the establishment, or other personnel.

6. Blind guest

Seat blind people with a dog so that the dog will not be noticed. Never hover over blind customers. Always stand near enough to help if needed. Issue menus in Braille to the blind guest. Always make a blind customer feel appreciated and important.

Handling a challenging guest request:

We will attempt to accommodate any reasonable request that a guest makes. Remember to answer always with a yes. No matter what a guest or colleague asks of you, or whether you can meet the demand or not, acknowledge the request and provide a positive attitude. When a guest asks for something we do not have or is difficult to provide, follow these basic steps:

- Listen carefully to what the guest is saying
- Begin with a positive attitude, empathize
- Ask questions when appropriate
- Offer options
- Let guest select solution
- Involve your manager

-Demonstrate 🙀



Approach the guest and ask politely if there is a problem:

- Excuse me, may I help you Mr. Rohit? (Listen with concern and empathy).
- Stay calm. And never argue with the customer be aware of the customer's self-esteem.
- Show a personal interest in the problem, Try to use the guest name frequently.
- Tell the customer what can be the best done. Offer choices. Don't promise the impossible, and don't exceed your authority.
- Set an approximate time for completion of corrective actions. Be specific, but do not underestimate the amount of time it will take to resolve the problem.
- Monitor the progress of the corrective action done to resolve the customer complaint.
- Follow up. Even if the complaint was resolved by someone else, Contact the customer to ensure that the problem was resolved satisfactory.
- Food & Beverage Service Steward should take corrective actions without any hesitation.

Apologizing and taking action as per issue:

- I'm so sorry (about this), Mr. Rohit.
- I'm terribly sorry (about this).
- Please accept (our / my) sincere apologies, Mr Rohit

For Complaints about the food:

- I'll change it right away.
- I'll speak to the chef, and see what we can do.
- Would you like your steak cooked a little more?
- Would you like to order something else instead?

About the service:

- I'll attend to it right away. / I'll look into the matter at once.
- I'll see about your order right away.
- Excuse me, Mr. Rohit. It will be about another (15) minutes for your chicken burger to get ready.
- Your food will be ready in about (10) minutes. (Apologize if there has been a delay.) Thank you for your patience.

About the air-conditioning:

- I'll turn the air-conditioning (down / up / off).
- Would you like to move to a warmer place / table?

About the table:

- I'm afraid all the tables (near the pool / lake view area) are already taken. I'll let you know as soon as when
- I'm sorry, but the restaurant is very full at the moment. This is the only table I can offer you.

Spillages and Breakages:

- Let me help you, Mr. Rohit. / Allow me, Mr. Rohit
- I'll fetch you a (towel / some water).
- I do apologize for the accident, Mr. Rohit. May I have it dry cleaned for you?

-Role Play 👿



 Ask the participants to handle the guest complaining about the food and also ask the participants to offer the solution.

- Summarize



In service industry like hotel or restaurant, complaints go side by side. Whenever you would try to sell any product or service, you will find some people who may not become satisfied. In restaurant, people get angry or not fill happy for various reasons. Some common reasons are like not getting proper service by staffs, bad quality of food in restaurants etc. The basic golden rule of dealing with guest complaints, is don't be panic or offensive while guests complaint to you. Try to professionally deal all sorts of complaints. This is a great chance to show your professionalism. When dealing with complaints, use the STARS mantra: Sorry, Thanks, Act, Recover and Share.

- **Sorry.** Immediately apologize to the customer. No finger pointing, arguing or pushing blame onto another staff member.
- **Thanks.** Express gratitude to the customer for bringing the issue to the attention of your restaurant. Remember that a complaint is a fantastic opportunity to do some great public relations work.
- Act. Rectify the situation at once. If the food was not to the customer's liking offer to recook the dish or replace it with something else that the person would prefer.
- **Recover.** Offer the customer a small freebie, such as a dessert. This ensures that your customer feels that the mistake was not only rectified but that an effort is made to compensate for it. However, use your discretion with this because you don't want to positively reinforce complaint behaviour or make it seem as if you're bribing your guest.
- **Share.** Use the complaint as a learning opportunity for your staff. Make sure they're all, from kitchen staff to waitrons, fully aware of how to deal with complaints. Ensure that the manager is brought into the STARS process at some point so that customers believe they are being properly looked after.

-Notes			









13. Physical Security and IPR

Unit 13.1 - Security and IPR





Key Learning Outcomes 👸



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

- 1. Describe various measures for security in a food and beverage service establishment
- 2. Explain IPR and information related security considerations in a food and beverage service establishment

UNIT 13.1: Security and IPR

-Unit Objectives 🏻 🏻 🌣



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

- 1. Describe various measures for security in a food and beverage service establishment
- 2. Explain IPR and information related security considerations in a food and beverage service establishment

-Sav



It is important that food service professionals are well versed with security procedures and aware to security threats in the environment. Their responsibility is not only to protect themselves, but also guests, co-workers and establishment property. Key threats to security include theft, personal attacks, animal attacks, terrorism, etc. One must be well versed with security measures approved by the organisation and within organisational policies and procedures. One must never attempt to circumvent security procedures for self or others.

-Explain



The following must be borne in mind and practiced with respect to security:

- 1. Do not entertain any thoughts of pilferage of establishment property no matter how tempting or insignificant it may seem.
- 2. Always keep cash and other valuables locked away, never let it be left in the open.
- 3. Always advise guests to identify their bags and belongings and not let it out of their sight.
- 4. Ensure no guest leaves behind bags or baggage as they leave the establishment.
- 5. Do not carry personal belongings into the place of work.
- 6. Always keep an eye for any pilferage or theft.
- 7. Do not let unauthorised personnel within the establishment.
- 8. Do not let anyone enter with arms or ammunition, if one notices any one brining in arms and ammunition one must inform the manager and security immediately without alarming the guest
- 9. Follow the pets policy of the organisation. If no policy exists it may be useful to avoid guest being allowed to get pets inside the restaurant, this is unsafe from food hygiene and security point of view.
- 10. Ensure management has a way of holding the pet securely at a kennel or other facility.
- 11. Ask customers to not leave their belongings unattended, if customers leave something under staff supervision while going to the washroom, etc. one must keep a watchful eye and inform the manager if required.
- 12. Ensure all locking of doors and shutting of windows is carried out securely and without fail as per responsibilities.
- 13. Do not share your user ID or password with anyone else.
- 14. Do not let anyone mark your attendance or vice versa, as this may lead to a security problem with respect to whereabouts of the person for whom the attendance is marked.
- 15. Do not share the assigned locker with anyone else who is not authorised for the same, do not hand over the keys to the locker to anyone else at any point in time.
- 16. Always remember key phone numbers of Police, Fire Station and other emergency numbers.
- 17. Do not discuss any business information or guest details with any unauthorised personnel.

– Elaborate 🖟

IPR and Information Security

Remember that information is a valuable asset for many. For a food service establishment the following can be considered as information assets:

- 1. List and details of patrons
- 2. Recipes
- 3. Promotional plans
- 4. Business plans, budgets and other business information
- 5. List of suppliers and vendors

Similarly guests too may carry documents, etc. that may be their information assets.

One must not allow unauthorised access to these information assets to people within and outside the organisation. These may be stored in various forms such as in files and paper documents, on the computer, on external storage such as pen drives, discs and hard drives, etc. One has to know that not only is removing the information a crime, but even copying or gaining access can be a serious crime. One must protect such information just like other physical assets. It is also important that in case one gets to know such confidential information by mistake one must not pass it on to anyone else, as this may be misused by those who may get to know of it. There are laws that protect information assets theft and the rights that people have to it are known as intellectual property rights.

- Summarize



1. Following points must be borne in mind and practiced with respect to security:

- Do not entertain any thoughts of pilferage of establishment property no matter how tempting or insignificant it may seem.
- Always keep cash and other valuables locked away, never let it be left in the open.
- Always advise guests to identify their bags and belongings and not let it out of their sight.
- Ensure no guest leaves behind bags or baggage as they leave the establishment.
- Do not carry personal belongings into the place of work.
- Always keep an eye for any pilferage or theft.
- Do not let unauthorised personnel within the establishment.
- Do not let anyone enter with arms or ammunition, if one notices any one brining in arms and ammunition one must inform the manager and security immediately without alarming the guest.
- Follow the pets policy of the organisation. If no policy exists it may be useful to avoid guest being allowed to get pets inside the restaurant, this is unsafe from food hygiene and security point of view.
- Ensure management has a way of holding the pet securely at a kennel or other facility.
- Ask customers to not leave their belongings unattended, if customers leave something under staff supervision while going to the washroom, etc. one must keep a watchful eye and inform the manager if required.
- Ensure all locking of doors and shutting of windows is carried out securely and without fail as per responsibilities.
- Do not share your user ID or password with anyone else.
- Do not let anyone mark your attendance or vice versa, as this may lead to a security problem with respect to whereabouts of the person for whom the attendance is marked.
- Do not share the assigned locker with anyone else who is not authorised for the same, do not handover the keys to the locker to anyone else at any point in time.
- Always remember key phone numbers of Police, Fire Station and other emergency numbers.
- Do not discuss any business information or guest details with any unauthorised personnel.

2. Following must be considered as information assets with regard to IPR and information security:

- List and details of patrons
- Recipes
- Promotional plans
- Business plans, budgets and other business information
- List of suppliers and vendors

-Notes 📋
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14. Health and Hygiene

Unit 14.1 - Health and hygiene





Key Learning Outcomes 👸



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

- 1. Identify key aspects of health and hygiene as applicable to food workers
- 2. Describe common diseases and their causes
- 3. Explain various types of hygiene and its importance
- 4. Describe various steps to be taken for maintaining a hygienic food storage area

UNIT 14.1: Health and Hygiene

-Unit Objectives 🏻 🏻 🌣



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

- 1. Identify key aspects of health and hygiene as applicable to food workers
- 2. Describe common diseases and their causes
- 3. Explain various types of hygiene and its importance
- 4. Describe various steps to be taken for maintaining a hygienic food storage area

- Ask



What do you mean by the term hygiene and how do you take care of the hygiene of your body?



Personal hygiene is how you care for your body. This practice includes bathing, washing your hands, brushing your teeth, and more. Every day, you come into contact with millions of outside germs and viruses. They can linger on your body which can make you sick. Personal hygiene practices can help you and the people around you prevent illnesses. They can also help you feel good about your appearance for any food handler especially for Counter Sales Executive it is very important to practice hygiene to keep yourself disease free and to prevent the harmful bacterias and viruses to spread.

-Explain



Personal hygiene might be represented as the guideline of keeping up cleanliness and grooming the outer body. We have known about the significance of cleanliness for many years. Keeping up personal cleanliness is vital for some reasons like personal, social, well being, mental or basically as a lifestyle.

Keeping a decent standard of cleanliness prevents the spread of diseases. Awareness must be created among the people so that they realize the importance of personal hygiene. Washing hands, using hand sanitizers before you take food and after using the washroom, brushing your teeth twice a day, taking a bath every day are some of the most basic things you can do to maintain your personal hygiene.

1. Various types of hygiene:

Hand hygiene

The issue: Hands are the dirtiest part of the body because they touch many dirty things during the day. But this is not a problem. The problem is touching your eyes, nose, mouth or wounds with them. This allows unhealthy bacteria and microorganisms to get inside your body what may weaken your immunity or infect you with a disease.

Why you need hand hygiene?

By maintaining your hands clean and hygienic, you reduce the number of unhealthy bacteria on the hands. The cleaner your hands are the lower the risk of getting a disease is.

How to maintain good hand hygiene?

Wash your hands thoroughly with water and soap. Scrub the palm, between fingers, under fingernails and up until the wrist. When done, rinse your hands with clean running water and dry them out with a clean towel.

2. Nail hygiene

The issue: The nail needs regular maintenance because it accumulates dirt from possibly contaminated surfaces. This dirt may get inside you while eating food or touching your eyes. From an aesthetic point of view, the black line under the fingernails looks disgusting.

Why you need nail hygiene?

By maintaining your fingernails, you may reduce the risk of contamination when touching your mouth, eyes or nose.

How to maintain your fingernails?

Rinse the dirt buildup from under the fingernails, trim them with nail clippers or scissors and don't bite them.

3. Face hygiene

The issue: Maintaining face hygiene means washing up your forehead, cheeks and eyes. If you don't do that, the skin on the face ends up being covered with a layer of sweat and dust that clogs out the skin pores and decreases the skin's ability to breath. As a result, your face looks tired, dry and full of pimples. Another poor face hygiene characteristic is eye discharge. This is an organic substance that accumulates on the eye during sleep which looks unattractive.

Why do you need to maintain your face hygiene?

Face washing prevents clogging out the pores on the skin and maintains your face fresh during the day. Reduces the chances to develop acne.

How to maintain your face hygiene?

Wash your face first in the morning to eliminate eye discharge accumulated during the night.

Also, wash your face a couple of times during the day when you feel that the skin on the face becomes sweaty and dirty.

4. Oral hygiene

The issue: Your mouth constantly breaks down food. Food residues stick to the teeth, on the surface of tongue and gums. These areas also have a high humidity level, which creates perfect environments for bacteria thriving in the mouth.

The more bacteria in the mouth is the higher the chances to develop oral diseases like tooth decay, cavities, gingivitis, and bad breath.

Why do you need to maintain good oral hygiene?

By maintaining good oral hygiene, you reduce the number of unhealthy bacteria in the mouth which prevents developing oral diseases.

How to maintain your oral hygiene?

- 1. Brush your teeth at least two times per day, before bedtime and after waking up in the morning.
- 2. Floss between your teeth.
- 3. Use an antibacterial mouthwash.
- 4. Use a tongue scraper or the toothbrush to clean the white coating from the surface of your tongue.
- 5. Visit a dentist every
- 6. Months for a check-up.

5. Body hygiene (skin care)

The issue: The skin of the body constantly releases oils, sweat, and dead skin cells. These body discharges are the dirt that sticks up onto the inner side of your clothes generating bad body odor and developing scabies, pimple, and ringworms on the body.

Why to maintain body hygiene?

By maintaining good body hygiene, you control the release of unpleasant body odors and prevent the chances of skin irritation by dead skin cells and sweat.

How to maintain your body hygiene?

Shower, at least once per day or two, using soap.

After taking a shower or bath dry out the body with a clean towel, wear clean underwear and fresh clothes.

6. Hair hygiene

The issue: The hair produces oil that aims to keep the hair smooth and healthy. However, the excessive release of hair oil accumulates dead skin cells and dandruff from the surface of the scalp. This makes the hair look dirty.

Why to maintain hair hygiene?

Hair hygiene prevents releasing too much hair oil, washes away the the dry skin and dead cells from the surface of the scalp. This makes your hair look clean, fresh and attractive.

How to maintain hair hygiene?

Wash your hair with shampoo, once per day or two. While washing the hair, massage the shampoo into the scalp to eliminate the dead skin cells, excessive oil and dirt.

When you're done rinse well with clear water and apply conditioner, if you want to make your hair smoother.

7. Ear hygiene

The issue: Ear wax accumulates in the ear canal. The ear wax in the canal attracts dust, looks embarrassing and leads to hearing loss.

Why to maintain ear hygiene?

By cleaning the ear wax you maintain your ears clean and prevent hearing loss.

How to maintain ear hygiene?

Clean the ear wax after showering or bathing. After showering, the wax is melted and can be easily removed from the ear.

To remove the wax from the ear canal, use a cotton stick. Don't use it too often, though, as it tends to push the wax inside the ear tube. Use cotton sticks with caution.

If the ear wax has plugged your ears and you lost hearing, consult a doctor.

8. Foot hygiene

The issue: Wearing shoes, the whole day may encounter feet sweating. This releases an awful smell, develops fungal growth and scabies giving you an irritating feeling on the feet.

Why to maintain foot hygiene?

By maintaining your feet clean you prevent the release of the awful odor and fungal growth.

How to maintain ear hygiene?

Wash your feet with soap and air out your shoes if you experience excessive sweating in them.

9. Food hygiene

The issue: One of the worst poisonings is food poisoning. You may get food poisoned after consuming expired foods, unwashed fruits, and vegetables or contaminated foods. These unhygienic foods may be carriers of unhealthy bacteria which, after getting inside your stomach, makes you throw up or feel weak.

Why to maintain food hygiene?

To prevent yourself and your family members from getting food poisoned.

How to maintain ear hygiene?

Pay attention to the expiration date when you buy packed food, wash your food before consumption, store food under appropriate temperature in the fridge and maintain the cleanliness in the place where you handle and prepare food.

10. Respiratory hygiene

The issue: During the cold and flu season, your coughs and sneezes may spread infectious microorganisms through the air, which may infect other people.

Why you need to be aware of respiratory hygiene?

Because, even if you cough or sneeze, you prevent infecting other people with your disease. Your coworker and colleagues appreciate that you keep the virus to yourself. You'll be perceived as an educated and cultural person.

How to maintain respiratory hygiene?

Carry a cloth with you and cover your mouth whenever you feel the urge of sneezing or coughing. After that wash your hands with soap and water or use a hand sanitizer.

11. Sickness hygiene

The issue: If you don't feel well but continue visiting school or workplace you may spread germs that may infect your colleagues.

Why should you be aware of sickness hygiene?

Respecting your colleague's health and safety should be your main concern when you get sick.

If you got sick, stay home and treat yourself.

How to maintain sickness hygiene?

As soon as you encounter the sickness, try to avoid participation in any social gatherings.

12. Clothes hygiene

The issue: You wear two layers of clothing.

The internal layer clothes are underwear, pants, vest, and a T-shirt. These types of clothes are right next to your skin and which collects sweat and dead skin cells, which produces unpleasant odors.

Why to maintain your clothes clean?

By wearing clean clothing, you reduce the chances when bacteria and dirt from the inner side of the clothe land on the skin of your body. This extends the time in which your body stays clean.

How to maintain your clothes clean?

Change clothes for clean and fresh ones.

Use detergent to wash dirty clothes with stains, food, vomit, or with bad smell. After that, dry out the clothes and if possible, iron them. The high temperature kills most of the bacteria existing on the clothes. Infectious diseases can be prevented by breaking the chain of infection transmission.

There are rules relating to hygiene which must always be followed when working with food, because unhygienic practices can spread bacteria and cause illness. Bacteria are invisible organisms. We find bacteria everywhere, and most of them are not harmful, but some bacteria – called pathogens – are harmful, as they cause illness. Bacteria are spread to food through cross-contamination. Bacteria are transferred by your hands, which pick up bacteria from things you touch.

This is why we need the following procedures in place to prevent the spread of germs:

- Keep your body clean and hygienic.
- Wash your hands often.
- Keep waste storage areas away from food preparation areas.
- Regularly empty waste containers.

-Elaborate



Safe Handling of food

From the time the food is delivered to the minute it is served to the customer, food safety should be at the top of the list. Food business operators in particular should bear in mind that they are required by law, to ensure that any of their staff who handle food receive appropriate training in hygiene matters that are in line with their work activity.

The importance of following proper safe food handling procedures:

There is little margin for error in any stage of food handling, whether it is preparation, processing, packaging, storage, transportation or offering it for sale. Also, note that if you prepare high risk foods the standards required of you will be much stricter than if you only prepare low risk foods.

- Protects people from getting sick.
- Protects your businesses reputation with customers.
- Protects your job.

The handling of food can take place during;

- Cooking
- Cooling
- Hot holding
- Preparation
- Purchase
- Receipt
- Re-heating
- Serving
- Storage

General safe food handling tips:

- Do not wipe your hands on your clothing as this can easily transfer microbes and bacteria.
- Use paper towels to clean up during food preparation and serving.
- Change gloves, utensils and dishes when changing functions.
- For instance use one pair of gloves for handling raw meat, and another pair handling fresh vegetables.
- Never run in food production or service areas
- Try to have just one person serve food that is about to be eaten.

- Prepare precooked frozen foods exactly as the directions/instructions on the packaging state.
- Have foods ready not any longer than necessary before serving time.
- Prepare and cook only as much food as you intend to use.
- Wash and sanitize flatware or other utensils, which fall to the floor.
- Do not taste foods with any utensil used either to mix or stir food.
- Pick up and hold all tableware by the handles.
- Store tableware away from dust.
- Be careful when lifting lids from hot food.
- Turn handles of saucepans away from the front of the stove when cooking.

Picking up ready to eat food

Whenever possible always try to handle any food items that are about to be eaten, with a utensil (i.e. tongs) rather than your bare hands.

Hand washing

Clean hands are essential for working in a kitchen environment. It's very easy for bacteria to spread from the food we touch to door handles, plates, cutlery and so on. Hand washing is one of the best ways to prevent the spread of germs between people.

−Notes 📋 −		









15. Safety at the Workplace

Unit 15.1 - Safety

Unit 15.2 - First aid and emergencies





Key Learning Outcomes 👸



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

- 1. Identify risks and hazards in the workplace
- 2. Explain what safety measures need to take to minimise risks at work place
- 3. Demonstrate the correct technique to lift heavy objects
- 4. Identify elements of fire and key causes that may lead to fire
- 5. Identify fire safety equipment and its appropriate use
- 6. Explain the first aid measure required for various medical cases
- 7. Explain emergency procedures in case of ac

UNIT 15.1: Safety

-Unit Objectives 🏻 🏻 🌣



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

- 1. Identify risks and hazards in the workplace
- 2. Explain what safety measures need to take to minimise risks at work place
- 3. Demonstrate the correct technique to lift heavy objects
- 4. Identify elements of fire and key causes that may lead to fire
- 5. Identify fire safety equipment and its appropriate use

-Sav



Workplace safety refers to the working environment at a company and encompasses all factors that impact the safety, health, and well-being of employees. This can include environmental hazards, unsafe working conditions or processes, drug and alcohol abuse, and workplace violence.

Hazards: Hazards exist in every workplace. It is any source of potential damage, harm or adverse health effects on something or someone. Some are easily identified and corrected, while others are necessary risks of the job and must be managed in other ways (for instance, by using protective equipment). Most occupational hazards are inactive or have a low potential of actually occurring; however, employers must be prepared to deal with them since a hazard becoming active can generate an emergency situation, Examples of such hazards are:

- Naked wires
- Delicate glassware and cutlery
- Broken glass, sharp jagged edges
- Wet/Oily/Soapy floor
- Sharp Instruments like knife, forks etc.
- Hot surfaces and food materials

Risk is the chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard. It may also apply to situations with property or equipment loss, or harmful effects on the environment.

Examples of risk are:

- Unsafe use of tools and equipment
- Not using the wet floor/slippery floor signage when required
- Keep the food and beverage open which might cause contamination
- Not wearing gloves while serving and handling hot eatables and beverages
- Unsafe handling of Vending machines

Explain



Common Safety Hazards

Workplace hazards also include practices or conditions that release uncontrolled energy like: an object that could fall from a height (potential or gravitational energy), a run-away chemical reaction (chemical energy), the release of compressed gas or steam (pressure; high temperature), entanglement of hair or clothing in rotating equipment (kinetic energy), or contact with electrodes of a battery or capacitor (electrical energy).

- Dirty, dusty and littered areas can lead to infections as well as accidents from slipping, tripping etc.
- Wet/oily/soapy surfaces are can lead to accidents by slipping or falling and breaking of glassware.
- Working with wooden tables that have nails protruding on the surface.

Preventive measure to control hazard?

- Keep the work area neat and tidy
- Wet areas should be mopped and kept dry
- Handling glassware properly
- Precautions should be taken while dealing with surfaces with sharp or pointed edges or object protruding.

Equipment/items related Hazards & Risk:

Certain sharp and delicate equipment are used by the F & B service staff, which if not used carefully can cause physical hurt like knifes, scissors, forks, long handle brushes etc.

How to Control?

- Never use a tool to do a job for which it was not designed
- Handling the equipment properly as required

Materials & Chemical Hazards & Risks:

- Gas, charcoal or chemical fuel is used as a source of heat in the preparation or temperature maintenance of food, these are highly inflammable & can also be toxic.
- Chemicals like varnish, insecticide, repellents, surface cleaners, phenyl, paint, fuel, etc. Can be toxic and may release dangerous vapours.
- The worker may also come in contact with hazardous materials like kerosene, turpentine, fuel, batteries, etc.

How to Control?

While using hazardous materials & chemicals ensure the following wear gloves, Avoid skin coming into contact with the chemical keep the chemical away from eyes and nose never mix chemicals unless particularly advised by the product manufacturer. Do not ingest any chemical, if by mistake someone swallows some chemical see a doctor

Immediately

- While storing hazardous materials & chemicals ensure the following store chemicals away from the reach
 of children or people who do not know anything about them always ensure they are kept in air tight
 containers in a cool dry place all containers should be correctly labelled with the expiry date clearly visible
 on the same.
- Access to the store should be controlled and only people who are required to work with these materials and understand how to deal with them should be allowed to access them. Warning signs should be put up in the areas where these materials are kept, so that everyone takes due precautions in in the area e.g. they do not smoke or light matches, they wear gloves, facemask etc. as required.
- · Identify common warning signs associated with different types of hazardous materials





Fire Safety

Fire is a key safety consideration in food and beverage service establishments. It is important to be prepared to handle emergencies, but more important to prevent fire and take necessary steps to avoid an incident.

Causes of Fire:

Sources of Fire:

- Sparks e.g. welding, machinery etc.
- Flames e.g. open fires, oxy-acetylene, torch, heating boilers etc.
- Hot Surfaces e.g. machinery, overheating, friction etc.
- Radiant Heat e.g. electric fire, open fire etc

-Explain



Types of fire and extinguishers

CLASS	SYMBOL	ТҮРЕ
A		Class A fire involves solid materials of an organic nature that don't melt such as, wood, paper, cloth, rubber and plastics.
В		Class B fire involves liquids. These include petrol, diesel, thinners, oils, paints, wax, cooking fat and plastics that melt.
C		Class C fire involves electricity.
	No symbol	Class D fires involve flammable metals such as magnesium, aluminum, titanium, sodium and potassium.

Table 15.1.1 Classification of Fire Extinguishers

There are 4 main types of fire extinguishers used for fighting fire:

- Water
- Foam
- Carbon dioxide
- Powder

Type of Extinguisher	Colour of Flash
Water	Red
Foam	Cream
Carbon Dioxide	Black
Powder	Blue

Fire Fighting Equipment

- Water Fire extinguishers
- Dry Powder Fire extinguishers
- Foam Fire extinguishers
- Hose Reels
- Fire Sprinklers
- Fire Fighting Gloves
- Fire Blankets
- Fire Dampers Sand, Wet cloth, Bushes
- Fire Alarm
- Fire Sensors etc.

-Notes			

UNIT 15.2: First Aid and Emergencies

-Unit Objectives | 🎯 |



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

- 1. Explain the first aid measure required for various medical cases
- 2. Explain emergency procedures in case of a crisis



First aid is the first and immediate assistance given to any person suffering from either a minor or serious illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery. A First aid is generally performed by someone with basic medical training.

Contents of a First Aid Box

- First-aid manual
- Bandages
- Band-Aid antiseptic cream/liquids
- Cotton swabs
- Disinfectant
- Antiallergic medicine
- Pain reliever
- Rehydration fluid (ORS packets)
- A pair of scissors
- A pair of tweezers
- Thermometer

In administering first aid, you have four primary tasks:

- 1. Maintain the breathing
- 2. Stop the bleeding/maintain circulation
- 3. Prevent or treat for shock
- 4. Cover open wounds to prevent infection

Demonstrate



In Case of Emergency

Effective Communication during Emergencies

Communication is process of conveying information from a sender to receiver with the use of a medium in which the communicated information is understood the same way by both sender and receiver.

Keep handy emergency phone numbers including:

- 1. Police 100
- 2. Fire 101
- 3. Ambulance 102

Apart from these it will be good to have the following numbers available also:

- 1. Security In charge _____
- 2. Doctor -
- 3. Nearest Chemist -
- 4. Nearest Hospital Emergency -_____
- 5. Agency Manager -

Summarize



1. Common Safety Hazards

Some safety and health related hazards and how they can be controlled are as follows:

Surfaces/ Places related Hazards & Risks:

- Dirty, dusty and littered areas can lead to infections as well as accidents from slipping, tripping, etc.
- Wet/oily/soapy surfaces are can lead to accidents by slipping or falling and breaking of glassware.
- Working with wooden tables that have nails protruding on the surface.

How to Control?

- · Keep the work area neat and tidy.
- Wet areas should be mopped and kept dry.
- Handling glassware properly.
- Precautions should be taken while dealing with surfaces with sharp or pointed edges or object protruding.

Equipment/items related Hazards & Risk:

Certain sharp and delicate equipment are used by the F & B service staff, which if not used carefully can cause physical hurt like knifes, scissors, forks, long handle brushes etc.

How to Control?

- Never use a tool to do a job for which it was not designed.
- Handling the equipment properly as required.

Materials & Chemical Hazards & Risks:

- Gas, charcoal or chemical fuel is used as a source of heat in the preparation or temperature maintenance of food, these are highly inflammable & can also be toxic.
- Chemicals like varnish, insecticide, repellents, surface cleaners, phenyl, paint, fuel, etc. Can be toxic and may release dangerous vapours.
- The worker may also come in contact with hazardous materials like kerosene, turpentine, fuel, batteries, etc.

- Notes 📋			
	 	 	







16. Employability & Entrepreneurship Skills

Unit 16.1 - Personal strengths & value systems

Unit 16.2 - Digital literacy: a recap

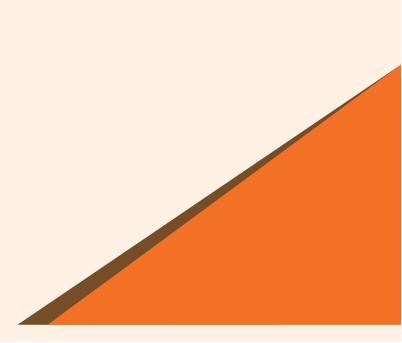
Unit 16.3 - Money matters

Unit 16.4 - Preparing for employment & self employment

Unit 16.5 - Understanding entrepreneurship

Unit 16.6 - Preparing to be an entrepreneur





Introduction: Employability and Entrepreneurship Skills

Key Learning Outcomes



- 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 wach harat 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 ierarchy of eeds
- 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 basic computer terminology
- 36. Recall the functions of basic computer keys
- 37. Discuss the main applications of M Office

- 38. Discuss the benefits of Microsoft Outlook
- 39. Discuss the different types of e-commerce
- 40. List the benefits of e-commerce for retailers and customers
- 41. Discuss how the Digital India campaign will help boost e-commerce in India
- 42. Explain how you will sell a product or service on an e-commerce platform
- 43. Discuss the importance of saving money
- 44. Discuss the benefits of saving money
- 45. Discuss the main types of bank accounts
- 46. Describe the process of opening a bank account
- 47. Differentiate between fixed and variable costs
- 48. Describe the main types of investment options
- 49. Describe the different types of insurance products
- 50. Describe the different types of taxes
- 51. Discuss the uses of Online banking
- 52. Discuss the main types of electronic funds transfers
- 53. Discuss the steps to prepare for an interview
- 54. Discuss the steps to create an effective Resume
- 55. Discuss the most frequently asked interview questions
- 56. Discuss how to answer the most frequently asked interview questions
- 57. Discuss basic workplace terminology
- 58. Discuss the concept of entrepreneurship
- 59. Discuss the importance of entrepreneurship
- 60. Describe the characteristics of an entrepreneur
- 61. Describe the different types of enterprises
- 62. List the qualities of an effective leader
- 63. Discuss the benefits of effective leadership
- 64. List the traits of an effective team
- 65. Discuss the importance of listening effectively
- 66. Discuss how to listen effectively
- 67. Discuss the importance of speaking effectively
- 68. Discuss how to speak effectively
- 69. Discuss how to solve problem
- 70. List important problem solving traits
- 71. Discuss ways to assess problem solving skills
- 72. Discuss the importance of negotiation
- 73. Discuss how to negotiate
- 74. Discuss how to identify new business opportunities
- 75. Discuss how to identify business opportunities within your business
- 76. Understand the meaning of entrepreneur
- 77. Describe the different types of entrepreneurs

- 79. Recall entrepreneur success stories
- 80. Discuss the entrepreneurial process
- 81. Describe the entrepreneurship ecosystem
- 82. Discuss the government's role in the entrepreneurship ecosystem
- 83. Discuss the current entrepreneurship ecosystem in India
- 84. Understand the purpose of the Make in India campaign
- 85. Discuss the relationship between entrepreneurship and risk appetite
- 86. Discuss the relationship between entrepreneurship and resilience
- 87. Describe the characteristics of a resilient entrepreneur
- 88. Discuss how to deal with failure
- 89. Discuss how market research is carried out
- 90. Describe the 4 Ps of marketing
- 91. Discuss the importance of idea generation
- 92. Recall basic business terminology
- 93. Discuss the need for CRM
- 94. Discuss the benefits of CRM
- 95. Discuss the need for networking
- 96. Discuss the benefits of networking
- 97. Understand the importance of setting goals
- 98. Differentiate between short-term, medium-term and long-term goals
- 99. Discuss how to write a business plan
- 100. Explain the financial planning process
- 101. Discuss ways to manage your risk
- 102. Describe the procedure and formalities for applying for bank finance
- 103. Discuss how to manage your own enterprise
- 104. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 16.1: Personal Strengths & Value Systems

Key Learning Outcomes



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

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

UNIT 16.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives | 6



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

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

Resources to be Used



Participant Handbook

Ask



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

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?

Sav



- 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?

Sav



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

Activity



Health Standard Checklist: Hygiene

Say



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

Do



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

Ask



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

Summarize | 📜



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

Ask



· What is a habit?

Say



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

Summarize



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

UNIT 16.1.2: Safety

Unit Objectives



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

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

Resources to be Used



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

Say



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

Team Activity



Safety Hazards

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

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

Ask



How could you or your employees get hurt at work?

Say



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

Do



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

Say



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

Do



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

Ask



De-briefing

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

Summarize |



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

UNIT 16.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

- Unit Objectives 🏻 🎯



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

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

Resources to be Used



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

Activity



This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

Do



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

Say



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

Team Activity



Tower building

Each group which will create tower using the old newspapers.

Do



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

Ask



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

Say



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

Ask



• Is your attitude positive or negative?

Say



• Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask



• What did you learn from this story?

Activity



What Motivates You?

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

Do



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

Say



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

Summarize



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

UNIT 16.1.4: Honesty & Work Ethics

Unit Objectives | @



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

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

Resources to be Used



Participant Handbook

Ask



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

Sav



- 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 | 2



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

UNIT 16.1.5: Creativity and Innovation

Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Chart papers
- Marker pens

- Ask



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

Say



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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-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 $replaced \ the \ pedal \ operated \ system \ with \ a \ motor \ and \ a \ gearbox \ attached \ to \ a \ pulley \ mechanism.$

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

Ask (ask)



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

Sav



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

Team Activity



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

Activity De-brief

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

Do



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

Summarize 📜



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

Notes for Facilitation



• Source for stories on innovations:

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

UNIT 16.1.6: Time Management

- Unit Objectives



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

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

Resources to be Used



· Participant Handbook

Ask



Does this sound like you?

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

Example \(\bigsire \)



• Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask



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

Activity



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

Say



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

Ask



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

Say



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

Activity



Effective Time Management

• This activity has two parts:

PART 1

TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

• Category 2: Not Urgent/Important

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

Category 3: Urgent/Not Important

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

Category 4: Not Important and Not Urgent

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

- Planning
- Working towards goals
- Building relationship
- Personal commitments
- 1 2
- 3 4

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

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

1 2
3 4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do 🗸

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

Say



Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

- Category 1: Urgent/Important
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- Category 2: Not Urgent/Important
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- Category 3: Urgent/Not Important
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.

Category 4: Not Important and Not Urgent

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

Summarize



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

Notes for Facilitation



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

UNIT 16.1.7: Anger Management

-Unit Objectives 🏻 🎯



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

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

-Resources to be Used



Participant Handbook

Ask



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



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

Do



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

- Activity



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

Ask



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

Say



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

Do



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

Activity 2



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say



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

Do



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

Ask



De-brief questions:

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



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

- Notes for Facilitation



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

UNIT 16.1.8: Stress Management: What is stress?

Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



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

Ask



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

Say



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

Do



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

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask



De-brief questions:

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

Say



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

Do



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

Say



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

De-brief:

Scenario 1

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do



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

Scenario 5

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

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

Say



De-brief:

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

Summarize 2



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

- Notes for Facilitation



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

lotes 🗒	 		

UNIT 16.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

UNIT 16.2.1: Computer and Internet Basics: **Basic Parts of a Computer**

- Unit Objectives | 🎯



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with the required applications

Sav



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

Explain



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

Ask



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

Sav



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

Summarize | 💆



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

Practical |

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

Do 🗸

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

UNIT 16.2.2: MS Office and Email: About MS Office

Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Computer Systems with MS Office

-Ask



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

Say



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

-Explain



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

Ask



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

Say



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

Do



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

Demonstrate |

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

-Practical 🞇



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

-Summarize



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

UNIT 16.2.3: E-Commerce

-Unit Objectives



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

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

-Resources to be Used 🎏



- · Computer System with internet connection
- Participant Handbook

-Ask



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

Say



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

-Ask



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

Say



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

Team Activity



E-commerce examples

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

Say



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

-Do



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

Say



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

Explain



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

Say



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

-Role Play



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

Ask



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



- 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 = -			
Notes 🔳			

UNIT 16.3: Money Matters

Key Learning Outcomes



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

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

UNIT 16.3.1: Personal Finance – Why to Save?

-Unit Objectives 🏻 🎯



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

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

Resources to be Used



Participant Handbook

Ask



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

-Example



Let's look at these two examples:

Example 1:

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



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

–Summarize 📜



You can summarize the session by discussing:

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

UNIT 16.3.2: Types of Bank Accounts, Opening a Bank Account

-Unit Objectives



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

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

Resources to be Used



- · Account opening sample forms
- Participant Handbook

Ask



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

-Example



Let's look at the given example:

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

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

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

-Ask



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

Say



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

Ask



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

Say



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

Team Activity 💃



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

Activity De-brief

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

-Say



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

-Ask



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

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

-Do

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

-Summarize 🔎



Note:

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

No. of Dependents

	7			WW B
				XXX Bank
Photograph	1			
		SAVING B	ANK ACCOUNT OPENING F	ORM
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	ouse/Father			
Name of M	lother			
Address				
Pin Code				
Tel No. Mobile				Date of Birth
Aadhaar No	0.			Pan No.
MNREGA J	ob Card No.			
Occupation	/Profession			
Annual Inco	ome			

Detail of Assets	3	se :	Y/N	Owning Farm :		
	Y/N No. of Anima	ıls ·		Any other :		
Existing Bank	110.017111110			, any sure.		
A/c. of family)	/ / N	lf :	yes, No. of A/cs		
members /						
household	14/1 41 E1:-	1.1.	W/N			
Card						
I request you to is						
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: Signature / LTI of Applicant						
Dute.				Signature / LTI of Applicant		
Nomination:						
I want to nomin						
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.		
Place: Date: Signature / LTI of Applicant						
Witness(es)*						
1						
2						
*Witness is requires only for thumb impression and not for signature						

UNIT 16.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

-Unit Objectives



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

· Differentiate between fixed and variable costs

Resources to be Used



- · Participant Handbook
- Blank sheets of paper
- Pens

-Ask



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

Say



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

Team Activity



Identify the type of cost

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

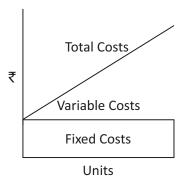
Do



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



- 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?



- 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

(Fixed) 1. Rent

2. Telephone bill (Fixed)

3. Electricity bill (Fixed)

Machinery (Fixed) 4.

Insurance (Fixed) 5.

Office supplies/Raw materials (Variable) 6.

7. **Employee salaries** (Fixed)

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

Credit card fees (Variable) 9.

10. Vendor bills (Variable)

UNIT 16.3.4: Investments, Insurance and Taxes

-Unit Objectives 🏻 🎯



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

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

-Resources to be Used



Participant Handbook

Ask



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

-Example



Let's have a look at a few scenarios.

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

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

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

-Sav



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

-Ask



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



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



We will have a quiz today.

Team Activity



The activity is a quiz.

Do



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

·Summarize 🞏



Summarize the unit by discussing the key points and answering question

Notes for Facilitation



Questions for the quiz

1. What are bonds?

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

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

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

4. Who is the buyer of stocks and equities?

The general public is the buyer.

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

Small Saving Scheme

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

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

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

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

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 16.3.5: Online Banking, NEFT, RTGS, etc.

-Unit Objectives



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

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

Resources to be Used



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

-Ask



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



- 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
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.



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



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



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

-Summarize 📜



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

Notes 📋		
Notes 📃		

UNIT 16.4: Preparing for Employment & Self Employment

Key Learning Outcomes



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

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

UNIT 16.4.1: Interview Preparation: How to Prepare for an Interview?

-Unit Objectives



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

• Discuss the steps to follow to prepare for an interview

Resources to be Used



· Participant Handbook

-Ask



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

Say



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

-Activity 1 💯



· Introducing Yourself

Do



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

-Ask



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

Say



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

Do



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

-Activity 2



Planning the right attire

Do



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

Summarize |



- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
 - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - The participants will get only one chance to create a good first impression.

UNIT 16.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

-Unit Objectives 🏻 🎯



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

Discuss the steps to create an effective Resume

Resources to be Used



- Participant Handbook
- Blank papers
- Pens

Ask



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

Sav



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

Do



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



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



Case Study Analysis

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

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/Diploma holder

PG: Post Graduation Not Required

Say



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

Do



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

Summarize | **2**



- 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.
 - $\bullet \quad \text{Got opportunities to make house keeping arrangements for corporate meetings.} \\$

Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 16.4.3: Interview FAQs

-Unit Objectives 🏻 🎯



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

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

-Resources to be Used



Participant Handbook



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

Do



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

-Role Play 🔽



Conduct a role play for the situation given.

Situation 1

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



De-brief:

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

-Role Play 😴



Conduct a role play for the situation given.

Role Play - Situation 2

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

Sav



De-brief:

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

-Role Play 😴

Conduct a role play for the situation given.

Role Play – Situation 3

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

Say



De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play - Situation 4

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

Say



De-brief:

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

Role Play



Conduct a role play for the situation given.

Role Play - Situation 5

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

Say



De-brief:

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



Conduct a role play for the situation given.

Role Play - Situation 6

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

Sav



De-brief:

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

Role Play



Conduct a role play for the situation given.

Role Play - Situation 7

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

Say



De-brief:

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

-Explain



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

Do

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



Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

-Summarize 🔎



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

UNIT 16.4.4: Work Readiness – Terms and Terminology

-Unit Objectives 🏻 🎯



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

Identify basic workplace terminology

Resources to be Used



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

-Ask



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



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.

UNIT 16.5: Understanding Entrepreneurship

Key Learning Outcomes



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

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

UNIT 16.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

-Unit Objectives 🏻 🎯



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

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

-Resources to be Used



Participant Handbook



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?



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

·Summarize 📜



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

-Notes for Facilitation



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

UNIT 16.5.2: Leadership and Teamwork

-Unit Objectives



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

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

-Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

-Do



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





-Say



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

-Say



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

Ask



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

Say



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

-Ask



• Do you consider yourself a team player?

Team Activity



Long Chain

• This is a group activity.

Do



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

Say



De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say



- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summarize |



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

UNIT 16.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

-Unit Objectives



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

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

-Resources to be Used 🎏



Participant Handbook

-Activity 1



Activity - Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask



De-brief questions:

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



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

Say



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

Ask



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

Say



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

Do



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

-Activity 2



Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask



De-brief question:

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

Say



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

-Activity 3



Elevator Pitch:

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

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

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

Do



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

-Notes for Facilitation



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

Example:

Here's how your pitch could come together:

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

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

·Summarize 🔎



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

UNIT 16.5.4: Problem Solving & Negotiation Skills

Unit Objectives



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

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

Resources to be Used



Participant Handbook

Ask



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

Say



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

-Ask



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

Say



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

Team Activity



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

Do



- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.



De-brief questions:

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

Ask



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



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

Ask



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



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

Summarize | 🕦



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

- Activity



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

Do



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

Ask



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

Say



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

Ask



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

Say



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

Say



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

-Role Play



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

Do



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

-Summarize 🛭



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

UNIT 16.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

-Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

·Ask



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

Say



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

Do



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

Activity



Do your SWOT analysis

Strength

What are your strengths?

What unique capabilities do you possess?

What do you do better than others?

What do others perceive as your strengths?

Opportunity

What trends may positively impact you?

What opportunities are available to you?

Weakness

What are your weaknesses?

What do your competitors do better than you?

Threat

Do you have solid financial support?

What trends may negatively impact you?

-Do



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

-Ask



De-brief questions:

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

-Summarize 📜



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

UNIT 16.5.6: Entrepreneurship Support Eco-System

Unit Objectives | @



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

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

Resources to be Used



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

-Ask



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

-Sav



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

-Ask



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

·Say



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

Team Activity



Making a poster showing the entrepreneurship support eco-system.

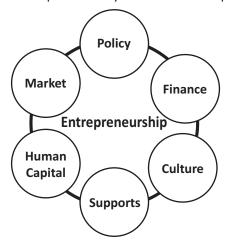
Do



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

Activity De-brief

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



Ask



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



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 | **煙**



Summarize the unit by discussing the key points and answering questions the participants may have.

UNIT 16.5.7: Risk Appetite & Resilience

Unit Objectives | @



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

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

Resources to be Used



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

Ask



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

-Example 🛜



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

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

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

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

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



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



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

Team Activity

Risk Appetite

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

Activity De-brief

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

Do



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

Ask



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

·Example 🛜



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

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

Sav



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?

Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize 📜



- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

UNIT 16.5.8: Success and Failures

- Unit Objectives



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

· Discuss how to deal with failure

Resources to be Used



• Participant Handbook

-Ask



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

-Example 💡



• Let's have a look at this example.

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

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

Say



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

Ask



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

Say



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

Team Activity

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

-Notes for Facilitation



Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

Summarize



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

Notes 📋 ——		

UNIT 16.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

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

UNIT 16.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives



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

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

Resources to be Used



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

Ask



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

Example 🗣



• Let's have a look at this example.

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

Say



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

Team Activity



Market Study

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

Activity De-brief

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

Do



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

Say



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

Ask



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

Say



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

Say



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

Team Activity



4 Ps of Marketing

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

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

Activity De-brief

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

- Do



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

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

Activity De-brief

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



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

Summarize | 📜



- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 16.6.2: Business Entity Concepts

- Unit Objectives 🏻 🎯



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

Recall basic business terminology

-Resources to be Used



Participant Handbook

Say



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

Activity



The activity is a quiz.

Do



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

Summarize | **全**



Summarize the unit by discussing the key points.

Notes for Facilitation



QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

UNIT 16.6.3: CRM & Networking

Unit Objectives | @



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

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

Resources to be Used | ®



Participant Handbook

Ask



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



- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity



Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?



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

Do



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

Say



- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity



Group Discussion

• Conduct a group discussion in the class on how they can do networking for their business.

Summarize | **2**



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

UNIT 16.6.4: Business Plan: Why Set Goals?

Unit Objectives | @



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

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

Resources to be Used



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

Ask



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

Say



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

Ask



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

Do



Ask few participants to share their business ideas.

Ask



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



- 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 | 2



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

- Notes for Facilitation



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

UNIT 16.6.5: Procedures and Formalities for Bank Finance

Unit Objectives | @



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

Describe the procedure and formalities for applying for bank finance

Resources to be Used



- Participant Handbook
- Bank loan/finance form sample

Ask



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



- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - **Bootstrapping**: Also called self-financing is the easiest way of financing
 - **Crowd funding**: Funds are collected by consumers pre-ordering or donating for starting the business.
 - **Angel investors**: Individual or group of investors investing in the company
 - Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - **Bank loans**: The most popular method in India.
 - **Microfinance Providers or NBFCs**
 - **Government programmes**
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do



- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summarize |



- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

(in case of partnership firm)



- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks) 1. Audited financial statements of the business concern for the last three years 2. Provisional financial statements for the half – year ended on 3. Audited financial statements of associate concern/s for the last three years 4. Copy of QIS II for the previous quarter ended on 5. Operational details in Annexure I 6. CMA data for the last three years, estimates for current year and projection for the next year 7. Term loan/DPG requirements in Annexure II 8. List of machinery in respect of machinery offered as security in Annexure III 9. Additional details for export advances furnished in Annexure IV 10. Property statements of all directors/partners/proprietor/guarantors 11. Copies of ITAO of the company for the last three years 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors 13. Copies of certificate from banks and financial institutions certifying the latest liability with them 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application

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

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

UNIT 16.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

- Unit Objectives



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

• Discuss how to manage their own enterprise

Resources to be Used



Participant Handbook

Ask



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say



Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say



- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

Say



• Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity



Enterprise Management

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize | 📜



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 16.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

- Unit Objectives



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

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

Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

Ask



· Why do you want to become an entrepreneur?

Say



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

Do



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

Summarize



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

Notes 📋 ———		
Notes 📋		





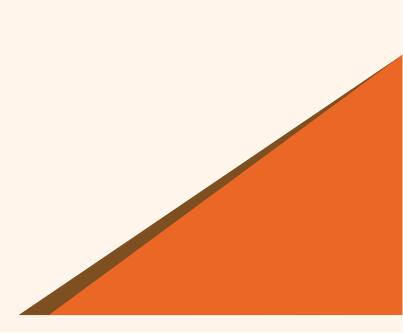




17. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria





Annexure I

Training Delivery Plan

Training Delivery Plan						
Program Name	Food & Beverage Service - Steward					
Qualification Pack Name & Ref. ID	Food & Beverag	e Service - Steward, THC/Q	0301, v1.0			
Version No.	1.0	Version Update Date				
Pre-requisites to Training (if any)	Preferable 10th Standard Passed					
Training Outcomes	1. Plan for servent 2. Greet custon 3. Apply relevant 4. Clean tables 5. Exhibit Properties 6. Deal with cure 7. Follow Health 1. Pollow Healt	ng this programme, participating food and beverages: mers, take order and serve ant Customer service skills and counters her etiquette and conduct histomer payment and resolute h, hygiene and safety pract hommunicate with Guests ar	ve customer service issues cices in the industry			

S. No.	Module Name	Session Name	Session objectives	NOS reference	Methodology	Training Tools / Aids	Duration
1	The food and beverage industry	Icebreaker	Introduce each other Build rapport with fellow students and the facilitator		Group Activity	Available objects such as paper, pencil, etc	Theory-1 hour
		Objective of the course	Discuss the purpose and benefits of training program Discuss the national occupation standards and qualification pack Explain the duties and responsibilities and personal attributes of a front office associate	N/A	Facilitator-led- discussion	Audio visual	Theory- 2 hour
		Food and beverage establishments	Describe the food and beverage service industry State the drivers of food and beverage industry	THC/N0301 PC1, PC2, PC3, PC4, PC5, KA1, KB1, KB2	Demonstration facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Job responsibilities and organization structure	Explain the various roles and function within an organization State expectation pf others from personnel in a food and beverage service establishment		Demonstration Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Career development	Explain what skills, attitudes and behaviour is required for progression in the industry	THC/N0301 PC1, PC2, PC3, PC4, PC5, KA1, KB1, KB2	Demonstration Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Employment and entitlements	State various types of employment State employee rights and entitlement in a job		Demonstration Facilitator-led- discussion	White board and audio visual	Theory- 2 hour

S. No.	Module Name	Session Name	Session objectives	NOS reference	Methodology	Training Tools / Aids	Duration
2	Menu Knowledge- Food	Aspects of dish on the menu	Explain importance of various aspects of menu knowledge important for customer satisfaction Define various menu related terms	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Non-vegetarian and Seafood	Differentiate between various types of non vegetarian and seafood Classify different types of fish	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Vegetarian food	Diffrentiate between various types of vegetables Learn how fruits contribute in prepration	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
		Dairy products	Learn about different types of dairy products and their use in dishes	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration, Fa cilitator-led- discussion	White board and Audio Visual	Theory- 1 hour
		Herbs and condiments	Identify different types of herbs and condiments used in food and service establishments	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration,Fa cilitator-led- discussion	White board and Audio visual	Theory- 1 hour
		Breads	Learn about different types of breads	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration,Fa cilitator-led- discussion	White board and Audio visual	Theory- 1 hour
		International cuisines	•Identify different types of international cuisine	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration,Fa cilitator-led- discussion	White board and Audio Visual	Theory- 1 hour
		Indian cuisines	•Identify different types of Indian cuisine	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration,Fa cilitator-led- discussion	White board and Audio Visual	Theory- 1 hour
		Methods of food preparation	Learn about the different methods of preparing food	THC/N0301 PC14, PC15, KB1, KB2, KB3, KB4	Demonstration,Fa cilitator-led- discussion	White board and Audio Visual	Theory- 1 hour
3	Menu Knowledge- Beverage	Types of beverage	Explain various categories of beverage usually served in food and beverage establishments List various brands and types of beverages within each category of alcoholic and non-alcoholic beverages List common attributes of various types of beverages with implication for beverage service Identify various garnishes and accompaniments that may go along with various types of beverages	THC/N0301 PC11, PC12, PC13, PC14, PC15, PC16, KB2	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour

S. No.	Module Name	Session Name	Session objectives	NOS reference	Methodology	Training Tools / Aids	Duration
		Non-alcoholic beverage	Explain various categories of non- alcoholic beverage usually served in food and beverage establishments List various brands and types of beverages within each category of non- alcoholic and non-alcoholic beverages List common attributes of various types of non-alcoholic beverages with implication for beverage service Identify various garnishes and accompaniments that may go along with various types of beverages	THC/N0301 PC11, PC12, PC13, PC14, PC15, PC16, KB2	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour
		Alcoholic beverage	Explain various categories of alcoholic beverages usually served in food and beverage establishments List various brands and types of beverages within the category of alcoholic beverages List common attributes of various types of alcoholic beverages with implications for beverage service	THC/N0301 PC11, PC12, PC13, PC14, PC15, PC16,	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
4	Equipment of Service	Equipments required for various styles	Identify commonly used equipment for food and beverage service List the dimensions or capacity of common food and beverage equipment Explain usage of common food and beverage service equipment	THC/N0301 PC 5, PC6, PC7, PC8, PC9, PC10	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 3 hour
5	Preparation for service	Preparing a restaurant for service	Carry out preparation activities as per requirement in a timely manner, to set the restaurant up for service Make at least 5 common napkin folds as per industry standards	THC/N0303 PC1, PC2, PC3, KA1, KA2, KB1, KB8, KB9,	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour
		Cleaning crockery, cutlery and glassware	Care for cutlery, crockery and glassware to avoid breakages and damage Wipe and clean cutlery, crockery and glassware with care, making it ready for service	THC/N0303 PC1, PC2, PC3, KA1, KA2, KB1, KB8, KB9,		White board and Audio Visual	Theory- 2 hour Practical - 6 hour
		Restaurant linen and storage	 Care for linen, handle, use and store it as per standards Maintain the storage area for cleanliness, efficient use and safety 	THC/N0303 PC1, PC2, PC3, KA1, KA2, KB1, KB8, KB9,	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour
		Laying the table	Identify and lay different types of covers for different types of service Lay a table as per standards and service requirements	THC/N0303 PC1, PC2, PC3, KA1, KA2, KB1, KB8, KB9,	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour

S. No	Module Name	Session Name	Session objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
6	Food and Beverage Service	Greeting and seating the guest	Identify various types of service Identify the sequence of service	THC/N0302 PC1, PC2, PC3, PC4, PC5, PC6	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 6 hour
		Taking order	Welcome and seat the guest comfortably Present the menus and explain the various relevant offer and choices to guests Take food and beverage orders accurately	THC/N0302 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC15, PC16, PC17, KB6, KB7, KB8, KB9	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory-2 hour Practical - 6 hour
		Service of the order	Take food and beverage orders accurately Carry out beverage service as per standards Carry out food service, in pre-plated	THC/N0302 PC18, PC20, PC21, PC22, PC23, PC24, PC25, KB9, KB16, KB18, KB22	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 4 hour
		Service of the order	Carry out food service silver service formats, as per standards Handle minor incidents and accidents while maintaining guest satisfaction	THC/N0302 PC18, PC20, PC21, PC22, PC23, PC24, PC25, KB9, KB16, KB18, KB22	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Practical - 4 hour
		Other service practices and procedure	Identify and avoid common errors made during service Handle minor incidents and accidents while maintaining guest satisfaction Check out the guest, contributing to customer satisfaction Carry out post-service operations as per requirement	THC/N0302 PC26, PC27, PC28, PC29, PC30, PC31, PC32, PC33, PC34, KB18, KB22	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour
		Buffet service	Prepare, maintain and clear a buffet station for food service	THC/N0302 PC35, PC36, PC37, KB16, KB17, KB18, KB 19	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory - 2 hour
		Single point-counter service	List different F&B Service roles and respective responsibilities in single point service operations Carry out order taking tasks as per organisatonal standards and to customers' satisfaction Carry out cashiering tasks as per organizational standards and to the customers' satisfaction Carry out table clearance and maintain the service environment clean and as per organizational standards	THC/N0302 PC35, PC36, PC37, KB16, KB17, KB18, KB 19	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour

S. No	Module Name	Session Name	Session objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		Breakfast service	List common breakfast types served in hotels Lay cover for common breakfast types correctly as per requirement Set-up trays for breakfast tray service as per industry standards	THC/N0302 PC35, PC36, PC37, KB16, KB17, KB18, KB 19	Role Play, Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
7	Dealing with invoicing and payment	Invoicing and payment	Inform the guest the tax structure as applicable to food and beverage at the restaurant Operate a Point of Sale system Generate an invoice both from the POS and manually Present the bill to the guest Explain to the guest the credit policy of the establishment Explain to the guest the credit policy of the establishment Explain to the guest whether rates are inclusive or exclusive of taxes Inform guests of the establishment policy as applicable to acceptance of various forms of payment forms of payment: credit card, debit card, cheque, cash, online payments, sodhexo passes	THC/N0304 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13,KB3, KB4, KB5, KB6,	Facilitator-led-discussion	White board	Theory- 8 hour
8	Handling complaint and issues	Handling complaint and issues	Respond to customer requests appropriately in line with organizational standards Respond to customer complaints appropriately in line with organizational standards Deal with an angry customer effectively	THC/N0305 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC10, PC15, PC16, PC17, PC18, KB1, KB2, KB3, KB4, KB5	Role Play, Demonstration,	Audio Visual	Theory- 4 hour
9	Communicatio n with customers and colleagues	Communication with customers and colleagues	Display appropriate communication Display active listening skills while interacting with others at work Use appropriate tone, pitch and language to convey politeness, asser Use appropriate welcome phrases and gestures as per organization standards Provide customer relevant information that makes their experience comfortable, safe and enjoyable	THC/N9901 PC1, PC2, PC3, PC4, PC8, PC9, PC12, PC14, PC15, PC19, PC20, PC22, PC23, PC24, PC25, PC26, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8	Role Play, Demonstration,	Audio Visual	Theory- 6 hour

S. No	Module Name	Session Name	Session objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
10	Customer orientation and service	Customer Service Principles	List principles of good customer service Explain customer service behaviour expected from servers in food establishments	THC/N9902 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC10, PC11, PC12, PC15, PC16, PC17, PC18PC 19, PC20, KB1, KB2, KB3, KB4, KB5, KB6, KB7,	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 4 hour
11	Grooming, Conduct and Etiquette	Personal presentation	Dress appropriately to professional standards of personal	THC/N9903 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC15, PC17, KB1, KB2, KB3	Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Presentation-2 hours
		Code of conduct and etiquette	Follow appropriate behavioural and etiquette standards while dealing with customers	THC/N9903 PC11, PC12, PC13, PC14, PC18, PC19, PC20, PC21, PC22, PC23, KB4, KB5, KB6	Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Presentation-2 hours
		Ethics and discipline	Follow high ethical standards of practice Demonstrate responsible and disciplined behaviours at the workplace	THC/N9903 PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, KB7, KB8, KB9	Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour Presentation-2 hours
12	Handling different customers	Handling different customers	Serve various categories of guests as appropriate to their needs Adapt own behaviour to deal effectively with different types of customers to achieve customer satisfaction	THC/N9904 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, KA1, KB1, KB2, PC16, PC17, PC18, PC19, PC20, PC21, PC22, KB3, KB4, KB5	Role Play	Audio Visual	Theory- 2 hour Practical - 4 hours

S. No	Module Name	Session Name	Session objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
13	Physical Security and IPR	Security and IPR	List various measures for security in a food and beverage service establishment Explain IPR and information related security consideration in a food and beverage service establishment	THC/N9905 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KA1, KB1, KB2, KB3	Demonstration, Facilitator-led- discussion	White board and Audio Visual	Theory- 2 hour
14	Health and Hygiene	Health and hygiene	Idenetify key aspects of health and hygiene as applicable to food workers List common diseases and their causes Explain various types of hygiene and its importance List various steps to be taken for maintaining a hygienic food storage area	THC/N9906 PC1, PC2, PC3, PC4, PA5, PC6, PC7, PC8, PC9,PC12, PC14, PC15, PC19, PC20, PC22, PC23, PC24, PC25	Facilitator-led- discussion	Demonstratio n, Facilitator- led- discussion	Theory- 4 hour Practical - 4 hours
15	Safety at the workplace	Safety	Identify risks and hazards in the workplace Take safety precautions that minimise risks in the workplace Identify elements of fire and key causes that may lead to fire Identify fire safety equipment and its appropriate use Demonstrate the correct technique to lift heavy objects	THC/N9907 PC1, PC2, PC3, PC4, PC5, PC7, PC9, PC10, PC11, PC12, PC14, PC15, PC16, PC17, PC18, PC19, KA1, KB1, KB2, KB3, KB4, KB5, KB6, KB7	Demonstration, Facilitator-led- discussion	Demonstratio n, Facilitator- led- discussion	Theory- 4 hour Practical - 4 hours
		First aid and emergencies	Explain the first aid measure required for various medical cases Explain emergency procedures in case of a crisis	THC/N9907 PC24, PC25, PC26, PC27, PC30, PC31, PC32, PC33, PC34, KA1, KB8, KB9, KB10, KB11, KB12	Demonstration, Facilitator-led- discussion	Demonstratio n, Facilitator- led- discussion	,

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Food & Beverage Service - Steward					
Job Role Food & Beverage Service - Steward					
Qualification Pack THC/Q0301					
Sector Skill Council	Tourism and Hospitality				

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
	Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
	SSC will also lay down proportion of marks for each PC.
2	Each NOS will assessed both for theoretical knowledge and practical which is being
	proportionately demonstrated in the table below.
3	The assessment for the theory part will be based on knowledge bank of questions created by
	the SSC
4	To pass the Qualification Pack, every trainee should score a minimum aggregate of 60%

Assessable Outcome (NOS)	Assessment Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC1. check assigned service area as per duty roster	50	1.5	0.5	1.0
	PC2. check the pre-bookings for the areas assigned		1.5	0.5	1.0
	PC3. inspect the food service area for the cleaning and laying the table such as customer dining areas, sideboards/side tables/trolleys /counters, service preparation areas		2.5	1.0	1.0
	PC4. assess requirement of resources viz. tableware, cutlery, linen		2.0	0.5	1.5
	PC5. identify workplace procedures for serving food and beverage		2.0	1.0	1.0
THC/N0301 Plan for serving food and	PC6. check that service areas are hygienic, clean, free from damage and ready for use in line with service style		2.0	1.0	1.0
beverages	PC7. prepare and adjust dining area for comfort and ambience, e.g., light, music, temperature, odour-less, pest-free, clean linen and furniture arrangement		1.0	0.5	0.5
	PC8. check that service equipment is clean, functional, free from damage, located where it should be and switched on ready for use		2.0	1.0	1.0
	PC9. set up furniture in accordance with standard operating procedures, bookings, customer requests and customer/staff convenience and safety		2.0	1.0	1.0
	PC10. check that sufficient stock of service items are clean, free from damage and stored ready for service		2.5	1.0	1.5

Assessable Outcome (NOS)	Assessment Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC11. check availability of condiments and accompaniments ready for service and store them safely		2.5	1.0	1.5
	PC12. check that refuse and waste food containers are hygienic, empty and ready for use		2.5	1.0	1.5
	PC13. check dining furniture, table linen and table items are clean and undamaged		2.0	1.0	1.0
	PC14. arrange restaurant furniture according to the food service operation		2.5	1.0	1.5
	PC15. check the menus & promotional items and ensure that they contain accurate information and are ready for customer use		2.5	1.5	1.0
	PC16. comply with industry requirements in relation to standard of dress and personal hygiene		2.0	0.5	1.5
	PC17. lay out tables/counters according to the outlet's procedures		2.5	1.0	1.5
	PC18. dispose of broken and cracked items and other waste in accordance with standard operating procedures and environmental considerations		1.5	0.5	1.0
	PC19. prepare a suitable range of decorations, coasters and edible and nonedible garnishes and stock, in accordance with standard operating procedures		2.0	0.5	1.5
	PC20. carry out all work in accordance with occupational health and safety		2.5	1.0	1.5
	PC21. check dining/restaurant/public amenity areas customer facilities for		1.5	0.5	1.0

Assessable Outcome (NOS)	Assessment Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	cleanliness prior to service, in accordance with standard operating procedures				
	PC22. prepare and adjust the dining environment to ensure comfort and ambience for customers		2.0	1.0	1.0
	PC23. verify menu variations and daily specials with kitchen staff (liaising with duty chef)		1.5	0.5	1.0
	PC24. complete preparation for serving food and beverage following workplace procedures		2.0	0.5	1.5
	PC25. complete checklists for preparation for performing duties		2.0	0.5	1.5
	POINTS		50	20	30
	TOTAL POINTS			į	50

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical					
	PC1. greet customers, identify their requirements and check any booking records as appropriate to the service operation			1.5	0.5	1.0				
	PC2. check details of reservations where appropriate			1.0	0.0	1.0				
	PC3. escort and seat customers according to table allocation and special requirements		1.5	0.5	1.0					
	PC4. offer chair assistance in seating the guest		1.5	0.5	1.0					
	PC5. offer available pre-meal services to customers and address guest by surname to extent possible	50						0.5	0.0	0.5
THC/N0302	PC6. present menus and drinks lists to customers, in accordance with standard		1.5	0.5	1.0					
Greet customer, take order, serve	operating procedures		50	50	1.5	0.5	1.0			
food and beverages	provide information to customers, giving clear explanations and description for menu choices and options, food and beverages,		1.5	0.5	1.0					
	specials for the day, location or area, location of customer facilities		1.5	0.5	1.0					
	PC7. make sure customers have access to the correct menu		1.5	0.5	1.0					
	PC8. give accurate information on individual dishes according to customers' requirements		1.5	0.5	1.0					
	PC9. take the opportunity to maximize the order using appropriate sales techniques		1.5	0.5	1.0					
	PC10. check products and brand preferences with the customer in a courteous manner		1.5	0.5	1.0					
	PC11. advise customers on a selection of drinks and make recommendations where		1.5	0.5	1.0					

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	required to assist customers to make a choice where appropriate				
	PC12. identify any specific customer preference		1.5	0.5	1.0
	PC13. record and relay information about any special requests or dietary or cultural requirements promptly and accurately to duty chef		1.5	0.5	1.0
	PC14. answer customer questions on menu items correctly and courteously		1.5	0.5	1.0
	PC15. record orders legibly, using the format required by the enterprise, verify order with customer and convey them		1.5	0.5	1.0
	promptly to the kitchen and bar as per standard procedure				
	PC16. identify, record and deal with their order promptly, repeat order to reconfirm and inform about approximate waiting time		1.5	0.5	1.0
	PC17. seek information from the kitchen or other appropriate person, where answers are unknown		1.5	0.5	0.5
	PC18. provide and adjust glassware, service ware and cutlery, suitable for menu choices, and condiments in accordance with standard operating procedures		1.5	0.5	1.0
	PC19. carry out all work in accordance with occupational health and safety requirements		0.5	0.0	0.5
	PC20. check quality and presentation of food and beverage in accordance with standard operating procedures		1.0	0.0	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC21. check service ware for chips, marks, spills and drips		1.5	0.5	1.0
	PC22. collect food and beverage selections promptly from service areas, convey them to customers safely		1.5	0.5	1.0
	PC23. monitor flow of service for meal and beverage delivery		1.5	0.5	1.0
	PC24. recognize and follow up promptly, any delays or deficiencies in service		2.0	0.5	1.5
	PC25. promptly advise and reassure customers about any delays and problems		1.5	0.5	1.0
	PC26. serve food and beverage courteously and to the correct person, in accordance with standard operating procedures and hygiene requirements for table d'hôte, a la carte, counter service, pre-set meal, buffet, function, tea and coffee service, in patient service		1.5	0.5	1.0
	PC27. check customer satisfaction at the appropriate time		0.5	0.0	0.5
	PC28. offer additional food and beverage at the as per standard procedure at appropriate times, and order and serve them		1.0	0.0	1.0
	PC29. clear tables of crockery, cutlery and glassware between the courses at the appropriate time and with minimal disruption to customers		1.0	0.5	0.5
	PC30. remove and replace used table items as required and maintain the correct stocks		1.5	0.5	1.0
	PC31. remove leftover food items, condiments and accompaniments from the		1.0	0.5	0.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	table when required and deal with them correctly				
	PC32. clear finished courses from the table at the appropriate time according to the service operation		1.0	0.0	1.0
	PC33. clear finished courses and used crockery and cutlery systematically with assistance from other service staff		1.0	0.5	0.5
	PC34. check crockery, cutlery and other table items and replace or remove them as appropriate		1.5	0.5	1.0
	PC35. serve different courses with clean and undamaged service equipment of the appropriate type		0.5	0.0	0.5
	POINTS		50	15	35
	TOTAL POINTS				50

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC1. clear tables of crockery, cutlery and glassware at the appropriate time after the meals and with minimal disruption to customers	50	2.5	1.0	1.5
THC/N0303	PC2. remove tableware, cutlery, condiments and other used items from the table as per the procedure after customer has finished dining, e.g., crockery, cutlery/silverware, glassware, menus/menu folders, table decorations, condiments and accompaniments, napkins and table coverings		7.0	2.0	5.0
	PC3. provide after-meals services such as mouth fresheners and/or finger-bowls as per organization standards		50	3.5	1.0
Clean tables and counters	PC4. present the customer accounts/check for services used, as per organization procedure to the guest		3.5	1.0	2.5
	PC5. arrange table items used in food service area for cleaning or store them as required		3.5	1.0	2.5
	PC6. prepare service and table linen for dispatch to laundry or clean down and remove disposable items		3.5	1.0	2.5
	PC7. dispatch used crockery, cutlery and service dishes to dish cleaning area		3.5	1.0	2.5
	PC8. store food items and accompaniments for future use in line with food hygiene regulations		3.0	1.0	2.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC9. leave dining and food service areas tidy and ready for cleaning		3.0	1.0	2.0
	PC10. dispose of rubbish and waste food following recommended procedures		3.5	1.0	2.5
	PC11. ensure that service equipment is clean, correctly stored and turned off where appropriate		3.0	1.0	2.0
	PC12. ensure that dining furniture is clean and ready for future use		3.5	1.0	2.5
	PC13. store and/or prepare equipment for the next service, in accordance with standard operating procedures		3.5	1.0	2.5
	PC14. carry out all work in accordance with occupational Health and Safety		3.5	1.0	2.5
	POINTS		100	30	70
	TOTAL POINTS				100
THC/N0304	PC1. make sure that payment point is working and that all needed material such as stationery, till/credit/ debit roll are available to process either of cash, travellers cheque, drafts	50	5.5	1.5	4.0
Deal with customer payment	PC2. maintain the payment point and restock it when necessary		3.5	1.0	2.5
	PC3. enter / scan information into the payment point correctly		3.5	1.0	2.5
	PC4. organize and present accounts to customers on request		3.5	1.0	2.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC5. tell the customer how much they have to pay, if asked		7.5	2.5	5.0
	PC6. acknowledge the customer's payment and validate it where necessary		3.5	1.0	2.5
	PC7. follow correct procedure for chip and pin transactions		3.0	1.0	2.0
	PC8. put the payment in the right place according to the organization's procedures		3.0	1.0	2.0
	PC9. give correct change for cash transactions		3.5	1.0	2.5
	PC10. carry out transactions without delay and give relevant confirmation to the customer		3.0	1.0	2.0
	PC11. make the payment point contents available for authorized collection		3.5	1.0	2.5
	PC12. process accounts in accordance with standard operating procedures		3.5	1.0	2.5
	PC13. farewell guests courteously from the restaurant/dining area in accordance with standard operating procedures		3.5	1.0	2.5
	POINTS		50	15	35
	TOTAL POINTS			50	
THC/N0305	PC1. spot customer service issues	50	2.0	1.0	1.0
Resolve customer service issues	PC2. listen carefully to the customers about any problem they have raised		3.0	1.0	2.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC3. ask customers about the problem to check your understanding		2.0	1.0	1.0
	PC4. recognize repeated problems and alert the appropriate authority		3.0	1.0	2.0
	PC5. share customer feedback with others to identify potential problems before they happen		2.5	1.0	1.5
	PC6. identify problems with systems and procedures before they begin to affect your customers		3.5	1.5	2.0
	PC7. identify the options for resolving a customer service issue		2.0	1.0	1.0
	PC8. work with others to identify and confirm the options to resolve a customer service issue		4.0	2.0	2.0
	PC9. work out the advantages and disadvantages of each option for the customer and the organization		3.0	1.0	2.0
	PC10. pick the best option for the customer and the organization		2.0	1.0	1.0
	PC11. identify for the customer other ways that the issue may be resolved if one is unable to help		3.5	1.5	2.0
	PC12. take action to resolve customer service issue		3.0	1.0	2.0
	PC13. discuss and agree the options for solving the problem with the customer		2.5	1.0	1.5
	PC14. take action to implement the option agreed with the customer		3.0	1.0	2.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC15. work with others and the customer to make sure that any promises related to solving the problem are kept		2.5	1.0	1.5
	PC16. keep the customer fully informed about what is happening to resolve the problem		3.0	1.0	2.0
	PC17. check with the customer to make sure the problem has been resolved to their satisfaction		2.5	1.0	1.5
	PC18. give clear reasons to the customer when the problem has not been resolved to their satisfaction		3.0	1.0	2.0
	POINTS		50	20	30
	TOTAL POINTS			50	
	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
THC/9901 Communicate with customer and	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
colleagues	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5
	PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
	PC6. receive feedback on work standards		1.0	0.5	0.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
	PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
	PC9. aim to achieve smooth workflow		1.5	0.5	1.0
	PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
	PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
	PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
	PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
	PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
	PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
	PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
	PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
	PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
	PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
	PC21. brief the customers clearly		0.5	0.5	0.0
	PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
	PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
	PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
	PC25. listen actively in a two way communication		1.5	0.5	1.0
	PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
	PC27. understand the customer expectations correctly and provide the appropriate products and services		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
	PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
	PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
	PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
	PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
	PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
	PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
	PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
	PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
	PC37. explain the terms and conditions clearly		3.0	0.5	2.5
	POINTS		50	18.5	31.5
	TOTAL POINTS			50	

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC1. keep in mind the profiles of expected customers	50	2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
THC/N9902 Maintain	PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.		2.5	0.5	2.0
service orientation	PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.		2.5	0.5	2.0
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behaviour in service at all level		2.5	0.5	2.0
	PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
	PC10. engage with customers without intruding on privacy		2.0	0.0	2.0
	PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
	PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
	PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
	PC15. ensure that customer expectations are met		2.5	0.5	2.0
	PC16. learn to read customers' needs and wants		2.5	0.5	2.0
	PC17. willingly accept and Implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
	PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
	PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
	PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.0	0.5	1.5
	POINTS		50	10	40
	TOTAL POINTS			50	

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival	50	0.5	0.0	0.5
	PC2. welcome the customers with a smile		0.5	0.0	0.5
	PC3. ensure to maintain eye contact		0.5	0.0	0.5
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
	PC5. do not eat or chew while talking		0.5	0.0	0.5
THC/N9903 Maintain	PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5
standard of etiquette and hospitable conduct	PC7. ensure not to be too loud while talking		0.5	0.0	0.5
	PC8. maintain fair and high standards of practice		2.5	1.0	1.5
	PC9. ensure to offer transparent prices		2.0	0.5	1.5
	PC10. maintain proper books of accounts for payment due and received		2.0	0.5	1.5
	PC11. answer the telephone quickly and respond back to mails faster		2.0	0.5	1.5
	PC12. ensure not to argue with the customer		2.0	0.5	1.5
	PC13. listen attentively and answer back politely		2.0	0.5	1.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC14. maintain personal integrity and ethical behaviour		2.5	1.0	1.5
	PC15. dress professionally		2.0	0.5	1.5
	PC16. deliver positive attitude to work		2.0	0.5	1.5
	PC17. maintain well groomed personality		2.0	0.5	1.5
	PC18. achieve punctuality and body language		2.0	0.5	1.5
	PC19. maintain the social and telephonic etiquette		2.0	0.5	1.5
	PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5
	PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
	PC22. demonstrate responsible and disciplined behaviours at the workplace		2.0	0.5	1.5
	PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5
	PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5
	PC25. use polite language		1.0	0.5	0.5
	PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5
	PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5
	PC29. provide special attention to the customer at all time		1.5	0.5	1.0
	PC30. achieve 100% customer satisfaction on a scale of standard		1.5	0.5	1.0
	PC31. gain customer loyalty		1.5	0.5	1.0
	PC32. enhance brand value of company		2.0	0.5	1.5
	POINTS		50	14	36
	TOTAL POINTS			50	
	PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	50	1.5	1.5	0.0
THC/N9904 Follow gender and age sensitive service practices	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0
	PC4. inform about methods adopted to ensure safety and		2.0	0.5	1.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline				
	PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.		2.0	0.5	1.5
	PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.		2.0	0.5	1.5
	PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment		2.0	0.5	1.5
	PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties		2.0	0.5	1.5
	PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged		2.0	0.5	1.5
	PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an		3.0	0.5	2.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	infant, for a young woman, for an old person, others				
	PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds		3.0	0.5	2.5
	PC12. provide entertainment programs and events suited for the children tourists		2.0	0.5	1.5
	PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies		2.0	0.5	1.5
	PC14. arrange for transport and equipment as required by senior citizens		2.0	0.5	1.5
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.		2.0	0.5	1.5
	PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
	PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC20. motivate the women in the work place towards utilizing their skills		2.0	0.5	1.5
	PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	POINTS		50	15	35
	TOTAL POINTS			50	
THC/N9905 Maintain IPR of	PC1. prevent leak of new plans and designs to competitors by reporting on time	50	7.5	3.5	4.0
organisation and customers	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0
	PC5. protect infringement upon customer's business or design plans		7.0	3.5	3.5
	PC6. consult supervisor or senior management when in doubt about using information available from customer		7.0	3.5	3.5
	PC7. report any infringement observed by anyone in the company		7.0	3.5	3.5
	POINTS		50	27.5	22.5
	TOTAL POINTS			50	
	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	50	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
health and hygiene	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well		1.5	0.5	1.0
	PC8. ensure the workplace is provided with sufficient lighting		1.5	0.5	1.0
	PC9. ensure clean work environment where food is stored, prepared, displayed and served		1.5	0.5	1.0
	PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.		1.5	0.5	1.0
	PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning		1.5	0.5	1.0
	PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids		1.5	0.5	1.0
	PC13. ensure to clean the store areas with appropriate materials and procedures		1.5	0.5	1.0
	PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC15. wash hands on a regular basis		2.0	0.5	1.5
	PC16. ensure to wash hands using suggested material such as soap		1.5	0.5	1.0
	PC17. wash the cups		1.5	0.5	1.0
	PC18. ensure to maintain personal hygiene of daily bath		1.5	0.5	1.0
	PC19. ensure to maintain dental hygiene in terms of brushing teeth every day		1.5	0.5	1.0
	PC20. ensure no cross contaminations of items such as linen		1.5	0.5	1.0
	PC21. report on personal health issues related to injury, food, air and infectious diseases		1.5	0.5	1.0
	PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people		1.5	0.5	1.0
	PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing		2.0	0.5	1.5
	PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes		2.0	0.5	1.5
	PC25. ensure to use single use tissue and dispose these tissues immediately		2.0	0.5	1.5
	PC26. coordinate for the provision of adequate clean drinking water		2.0	0.5	1.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
	PC28. avoid serving adulterated or contaminated food		2.0	0.5	1.5
	PC29. undergo preventive health check-ups at regular intervals		2.0	0.5	1.5
	PC30. take prompt treatment from the doctor in case of illness		1.5	0.5	1.0
	PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community		1.5	0.5	1.0
	POINTS		50	15.5	34.5
	TOTAL POINTS			50	
	PC1. assess the various work hazards	50	1.0	1.0	0.0
THC/N9907 Maintair safety at workplace	PC2. take necessary steps to eliminate or minimize them		1.5	0.5	1.0
	PC3. suggest methods to improve the existing safety procedures at the workplace		1.5	0.5	1.0
	PC4. analyse the causes of accidents at the workplace		1.5	0.5	1.0
	PC5. suggest measures to prevent such accidents from taking place		1.5	0.5	1.0
	PC6. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.				
	PC7. be aware of the locations of fire extinguishers, emergency exits, etc.		1.5	0.5	1.0
	PC8. practice correct emergency procedures		1.5	0.5	1.0
	PC9. check and review the storage areas frequently		1.5	0.5	1.0
	PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas		1.5	0.0	1.5
	PC11. ensure to be safe while using handling materials, tools, acids, chemicals, detergents, etc.		1.5	0.5	1.0
	PC12. store these chemicals and acids in a well-ventilated and locked areas with warning signs not to touch		1.5	0.5	1.0
	PC13. ensure safe techniques while moving furniture and fixtures		1.5	0.5	1.0
	PC14. ensure to reduce risk of injury from use of mixers, slicers, grinders, heaters, fridge, ironer and other electrical tools		1.5	0.5	1.0
	PC15. read the manufacturers manual carefully before use of any equipment		1.5	0.5	1.0
	PC16. unplug the electrical equipment before performing		2.0	0.5	1.5

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	housekeeping, cleaning and maintenance to avoid injuries				
	PC17. keep the floors free from water and grease to avoid slippery surface		2.0	0.5	1.5
	PC18. ensure to use non slip liquids and waxes to polish and treat floors		1.5	0.5	1.0
	PC19. use rubber mats to the places where floors are constantly wet		2.0	0.5	1.5
	PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.		2.0	0.5	1.5
	PC21. use flat surfaces, secure holding and protective wear while using such sharp tools		2.0	0.5	1.5
	PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies		2.0	0.5	1.5
	PC23. practice personal safety when lifting, bending, or moving equipment and supplies		2.0	0.5	1.5
	PC24. ensure the workers have access to first aid kit when needed		1.0	0.0	1.0
	PC25. ensure all equipment and tools are stored and maintained properly and safe to use		1.5	0.5	1.0
	PC26. ensure to use personal protective equipment and safe wear		1.5	0.5	1.0

NOS Element	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required				
	PC27. Ensure to display safety signs at places where necessary for people to be cautious		1.0	0.0	1.0
	PC28. take all electrical precautions like insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.		1.5	0.5	1.0
	PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations like fire exits, exhaust fans, etc. are available		1.5	0.5	1.0
	PC30. document all the first aid treatments, inspections, etc. conducted to keep track of the safety measures undertaken		1.5	0.5	1.0
	PC31. comply with the established safety procedures of the workplace		1.0	0.5	0.5
	PC32. report to the supervisor on any problems and hazards identified	l	0.5	0.0	0.5
	PC33. ensure zero accident at workplace		0.5	0.0	0.5
	PC34. adhere to safety standards and ensure no material damage		1.0	0.5	0.5
	POINTS		50	15	35
	TOTAL POINTS			50	
	Grand Total	600			











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