







Sector

Domestic Workers

Sub-Sector
Housekeeping Services

Occupation Housekeeping

Reference ID: DWC/Q0102, Version 1.0

NSQF Level: 3

General Housekeeper

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

Shri Narendra Modi Prime Minister of India

# Acknowledgements

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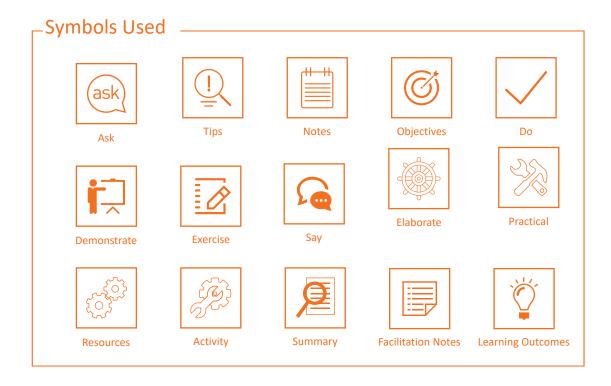
## About this Guide

This Facilitator Guide is designed to enable training for the courses on the Job Role, General Housekeeper. The NOS for this Job Role has been enunciated in the Qualification Pack Code No DWC/ Q0102.

The Guide is based on the study material as covered in the Participant Handbook prepared for this Job Role. The Facilitator's Guide has eight Modules, in accordance with the NOS', with 23 Units.

The first four NOS' covered are domain concerned, next three are generic, and compulsory for all the beneficiaries. First module is introduction to the Sector.

- Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.
- Read this handbook carefully before conducting the training. Familiarize yourself thoroughly with the domain knowledge as well as instructional style.
- Ensure familiarity with the local language and the culture.
- Always enter the class at least 10 minutes before the session is due to start.
- Ensure all materials /ads/equipments required for the training and activities (as per the checklist) are ready and available, in advance.
- Carry out attendance check at the start of every session / day. Keep track of absentees.
- Ensure all participants complete the required assessments. Maintain a careful record of assessment scores for every participant.
- Always encourage participants. Never discourage participants from actively engaging in discussions.
- Follow the lesson plan/ session plan strictly. Bring any deviations to the notice of the head of the institution.
- Ensure key learnings are captured at end of each session.
- Regularly check participants work books to ensure all exercise are being completed on time.



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# 1. Introduction

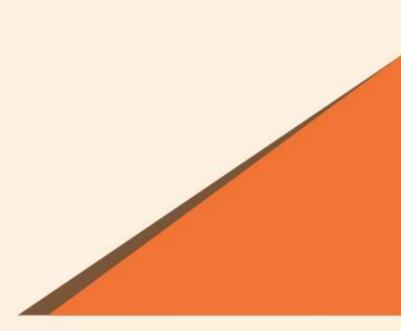
Unit 1.1 - Icebreaker

Unit 1.2 - Objectives of the Program

Unit 1.3 - Domestic Workers Sector in India

Unit 1.4 - Job role of a General Housekeeper





# **Key Learning Outcomes**

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

- Build rapport with fellow participants of the program
- State the Objectives of the Program.
- Discuss emerging trends in the domestic workers sector in India
- Explain the categorisation of domestic workers in India
- Understand the reasons for the growth of domestic workers sector in India

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- Discuss the emerging trends in domestic workers sector in India
- Understand the roles and responsibilities of a General Housekeeper

# Unit 1.1: Icebreaker

# Unit Objectives



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

- Introduce each other
- Build rapport with fellow participants and the trainer

## Resources |



- Available objects such as a whiteboard pen, notebook etc.
- Flip chart
- Attendance sheet
- Activities (role plays and games)

# Say



- Welcome the trainees to the course.
- Own introduction, followed by the introduction by each of the trainees.
- Explain the importance of the Domestic Sector

# Do



- Introduce yourself to the participants.
- As per selected ice breaking activity arrange the participants in the room and brief them about the rules of the activity to be performed.
- Monitor the activity and facilitate wherever required.
- Make sure activity is completed within planned time span.
- Thank the students for their participation.

# **Activity**



Choose any one of the below-mentioned activities for ice-breaking in your class -

#### Activity 1 - Pair & Share

Social interaction is always necessary between trainer and trainees and among trainees. Divide the participants into pairs and ask each pair to share their general information (name, hometown, hobbies etc.) with their partner. Afterward, you may ask a question to anyone from each pair to tell about his/her partner. In this exercise, you and trainees get to know each other.

#### Activity 2 - Speak on a Situation

- You can successfully break the ice among participants while giving them an opportunity to speak on any topic.
- Give them any situation like "if I were a teacher in a school, what I would have done for students".
   Make chits of such scenarios and ask participants to pick one and speak on the topic they get along with their crisp introduction.

#### **Activity 3 - Favorite Animal Game**

You ask them to tell you their favorite animal and three adjectives to describe that animal. As they tell you, write the three adjectives on a name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, etc.

# Tips for Icebreaker



- Using ice breaker can help participants relax and feel like they are part of a team leading to higher efficiency and productivity.
- Ice breaker should never force participants to reveal things that make them uncomfortable but should instead be a fun way to mingle with each other.
- Make changes to above mentioned games according to your requirement and situation.
- Idea is to develop warmth and establish inter personal communication and rapport and team spirit.
- Facilitate informal communication among participants.

# Unit 1.2: Objectives of the Program

# **Unit Objectives**



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

• Explain the overview and objectives of this program

## Resources



- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and ppt presentations.
- Activities (role plays)

## Ask



- Ask the participants to share their expectations from the program.
- Ask them to tell what they know about a domestic worker and the tasks a domestic worker does.

# Do



- Give an overview of the program to the participants duration of the program, objective etc.
- •Tell them about the domestic workers and their existence and scenario in Indian society.

## Notes for Facilitation



- Encourage every participant to share his/her expectations.
- Write down all the expectations on a chart paper and paste it on the wall of the classroom after removing repetitions.
- This would help you as well participants in achieving the collective goal of the classroom. Give participants introduction on domestic work sector.
- Try to gather as much as information from the participants to identify gaps and misconceptions which can be clarified during the progressing session.
- Avoid making any judgmental comment on the sector and life of the workers.
- Make a list of candidates who can read and write properly in local and/or other language. This would help in creating activities for the class.

## Elaborate/ Discuss



Facilitator shall elaborate the elements of the Program. As far as possible, he should do it in Q & A method

- Domestic Workers Sector
- Carry out basic housekeeping services
- Carry out basic laundry and making beds
- Prepare and maintain routine cleaning of the kitchen
- Garbage disposal and Clean Environment
- Maintain health, safety and positive relationship at the workplace
- Create a positive impression of oneself in the household
- Managing self, money and dignity at workplace

# Tips



- Go slow with information flow with participants.
- Observe each participant's body language.
- Keep a positive and supportive approach towards the candidates.
- Should some already have worked in domestic sector, they would know some of the programs

## **Exercise**



#### State True (T) or False (F)

- Domestic worker sector job roles are essentially for employment in the areas in the residential premises of the people.
- Only rich people employ domestic staff.
- Any other services in the residential premises such as catering and laundry are also within the scope of the Domestic Sector.
- Cleaning the kitchen is one of the tasks of the General Housekeeper.
- General Housekeeper is not concerned with the bed making

# Summary **2**



The session referred to the overview of the program. Some of the elements of the program that were discussed were Domestic Workers Sector, basic housekeeping services, laundry, making beds, Prepare and maintain routine, cleaning of the kitchen, garbage disposal and Clean Environment. Also the maintenance of health, safety and positive relationship at the workplace were discussed Facilitator also needs to emphasise on creating a positive impression of oneself in the household. This can well be done by managing self, money and dignity at workplace as well.

## Unit 1.3: Domestic Worker sector in India

# **Unit Objectives**



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

- Discuss domestic workers sector in India
- Explain the categories of domestic workers in India
- Understand the reasons for the growth of Domestic Workers Sector in India
- Discuss the emerging trends in Domestic Workers Sector in India

## Resources



- Available objects such as a duster, pen, notebook etc.
- Flip chart
- Participant book
- Projector and screen
- Power Point presentation
- Activities (role plays and games)

#### Do



- Ask participants to share their views on domestic worker sector in India.
- Give participants some time to think how domestic sector has changed in last few years.
- Brainstorm on the broad categories of the domestic worker in India and also classification.
- Write down all the responses of participants on the board.
- Brief them about three broad categories of Domestic sector based up on time he /she devotes.



- Ask and inform participants how domestic sector trends are changing. Discuss change in employer's expectations, define job roles & the necessity of present time.
- Discussion in details why this sector will grow and generate more job opportunities for skill domestic workers. In directly need to discuss why they should be attending this program and get certified. What is the need for it?

## **Notes for Facilitation**



- Use PPT in local language along with videos for better understanding.
- Give relevant information to participants and go slow in transferring it.
- Observe each participant's body language.
- Encourage participation
- You can create a game or activity for the better understanding on categorisation and classification.
- Conduct a simple test at the end of the topic to check how much they have understood the topic.

# Tips



- In addition to the working on understanding the Domestic Sector in India, Facilitator/ Trainer
  needs to start working on the soft skills of the participants so that by end of the training they are
  groomed.
- Start soft skills training by telling him ways to greet each other and with the employer.
- Identify the candidates who are shy and who are outspoken, so that they may be teamed up for better grooming.

# Summary 7



During this session, the Trainer commenced by recalling the previous session about the overview of the program with respect to the General Housekeeper.

Thereafter we discussed the domestic workers sector in India. During the class the categorisation and classification of domestic workers in India was explained

A detailed discussion on understanding the reasons for the growth of domestic workers sector in India was also carried out. This pertained to rapid growth of economy of India, and the effects of the urbanization and growth on the Domestic Sector. The trainees realized that splitting the joint families and both spouses in a house expected to go for work, facilitated a steep growth of the domestic sector.

Emerging trends in domestic workers sector in India were also discussed.

# Unit 1.4: Job Role of General Housekeeper

# **Unit Objectives**



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

Describe the roles and responsibilities of General Housekeeper.
 Understand the expectations from a General Housekeeper

## Resources &



- Whiteboard, erasable marker, board cleaner.
- Flip chart.
- Projection screen and ppt presentations.
- Activities (role plays and games).

# Do/ Demonstrate



- Brainstorm on various housekeeping services being performed by a domestic worker.
- Give them a question and ask to think for a while.
- Question "What would they expect from a domestic worker coming to their home as General Housekeeper?"
- Give them time to think and discuss in pair. Ask them to give their responses one by one. List the responses on the board.
- Go one by one with response noted and check whether it can be included in job responsibility of General House keeper.
- Discuss the core job role of General House keeper and clear it to them.
- Take the trainees around the lab/ training house/ room. During the visit, explain to the trainees the lay out of the house and also introduce them to various appliances in the households.

## **Notes for Facilitation**



Participants will over generalise the job role of different categories. Facilitator needs to be cautioned enough to eliminate the misfit and explain why he is doing so.

Try to build positive attitude for the same.

Understand they must be doing mix jobs for their current employee so trainer need to be careful as it makes them feel cheated and offended for the same. Trainer should let know that this sector is not organized thus such things happen with all or many. But as such skilling movements are initiated by Government will reduce such cases.

Briefly explain Expectations from A General Housekeeper

A general housekeeper is expected to perform the following duties in a household -

- Clean the house through sweeping, dusting and mopping.
- Washing utensils and placing them in their respective locations.
- Handling the laundry
- · Making the beds
- Regularly clean the kitchen cabinets, appliances and other equipment
- Safely dispose the household garbage and keep the environment neat and clean
- Prepare the schedule of the duties and maintain time management
- Should be presentable and maintain a positive demeanor in the household
- Should have healthy interpersonal relationship with the employer

# Summary \alpha



During this session, the Trainer commenced by recalling the previous session about the Domestic worker sector in India.

Thereafter we discussed the job role and duties of General Housekeeper. Generally, the subject is to be learnt in a discussion mode.

Thereafter the trainees are taken to the Lab, where the layout of household and appliances therein are introduced to the trainees. This in itself gives certain idea to the trainees, as to what would their jobs/ tasks be as General Housekeeper.

# Exercise



1. Which is not the category of India domestic workers -

Sol: (d) Apprentice

2. Which are the sub sectors of Indian domestic worker sector.

Sol: (a) House keeping

(b) Caregiving

3. Which are the current industry trends of domestic worker sector in India?

Sol: (d) All of the above

4. Which is not the roles and responsibilities of General Housekeeper.

Sol: (d) Cooking

5. Match the following: -

Sol:

Category	Working Hours
A. Live in	Y works with one employer for 10 - 12 hours per day and stays in employer's house/ work area.
B. Live out	Z works with one employer for 180 hours per day but doesn't stay in the employer's house/work area.
C. Part time	X works with multiple employers for 1 or 2 hours per day per employer

Notes			







# Carry out basicHousekeeper Services

Unit 2.1 - Sweeping, Dusting and Mopping of the house

Unit 2.2 - Washing and Placing Kitchen Utensils

Unit 2.3 -Tidying up Rooms





# Key Learning Outcomes

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

- Describe different areas of house
- Recognize the common household appliances & furniture
- Explain the process of Sweeping, Dusting and Mopping of the house
- Understand various methods of washing and placing kitchen utensils in their respective places
- Understand the process of tidying up rooms and arranging articles appropriately

# Unit 2.1: Sweeping, Dusting and Mopping of the House

# - Unit Objectives



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

- Describe different areas of a house
- Recognize the common household appliances & furniture
- Explain the process of Sweeping, Dusting and Mopping of the house
- Understand various methods of washing and placing kitchen utensils in their respective place
- Understand the process of dying up rooms and arranging articles appropriately

## Resources to be used



- Whiteboard, white-board marker, board cleaner
- Flip chart
- Participant book
- Projector and screen and Power Point presentation
- Activities (role plays and games)
- Lab equipped with necessary equipment and expendables

# Do/ Demonstrate



- Discuss the advantages of cleaning a house
- Show the power point presentation on various parts of a house, furniture and ask them to name it.
- Discuss various methods to clean a house.
- Explain the correct order of Sweeping, Dusting and mopping.
- Tell them about Personal Protective Equipment (PPE) and correct use of PPE how to use it while cleaning the house
- Show the steps to do sweeping, dusting and mopping to the candidates through ppt and take them to the lab for practical.
- Discuss the use of vacuum cleaner and the function of each part of it.
- Show how to assemble and dismantle the attachments of a vacuum cleaner.
- Show the use of every cleaning attachment of a vacuum cleaner.
- Show how to clean and store the vacuum cleaner post

## **Facilitation Notes**



Every house is different in design, layout and nature, yet the following areas are commonly available in every house: - (In so far as possible, the Trainer should walk the trainees through a House with the following)

- Drawing room area to be used to welcome and entertain guests
- Living room- an area to be used the most by the entire family in a day Ÿ Bedroom to be used to sleep / rest
- Dining room to be used to have food. In some houses, it is combined with living room Y Kitchen -to cook food
- Bathroom/ wash room to be used for taking a bath, toilet, brushing and so on.

# **Demonstrate-Operation Vacuum Cleaner**



- How to use Vacuum Cleaner? Types of Vacuum Cleaners and their Parts.
- How to attach and detach Vacuum Cleaner?
- How to dispose of the waste material?
- This can be demonstrated through Brainstorming,
- Power point Presentation or live demonstration in lab.

# Activity 1: Parts of house/ Appliances



- Take the trainees to the Lab/ Training House and show different parts of the house. During the period, the trainees should also be shown different appliances in the house. Where required the same can be shown on Power point presentation
- Cleaning products and tools, can also be shown, and trainees asked to identify them, whether shown in the Lab, or on a slide and ask then to name them.
- One person at one time can answer or put up his/ her point.
- Correct the mistakes and give the answer and explain how this part of the house is utilized

# Activity 2: Common household Appliances and furniture



Show Power point presentation on common household Appliances and furniture and ask them to name them. The Trainer should thereafter take the class to the Lab, and ask the trainees to identify different appliances

- One person at one time can answer or put up his/ her point.
- Correct the mistakes and give the answer and explain how this part of the house is utilized.





# Activity 3: Cleaning products and tools



- Show Power point presentation Cleaning products and tools and ask then to name them.
- One person at one time can answer or put up his / her point.
- Correct the mistakes and give the answer and explain how this part of the house is utilized.

These are best explained by showing them in the Lab

## Activity 4: Group Activity | 39



- For each topics following are probing question to facilitate the group activities
- What it is?
- How it is done?
- What should be kept in in while doing this?

Give all 10 minutes to discuss the topic.

- Supervise the time. Address the queries and concerns raised by the group/ participant. Restructure the instruction.
- Try to make each of them to express their thoughts.
- Ask participants to present.
- Ask other group member to identify gaps in information and express it.
- If any gaps are left unaddressed cover it up.
- Now ask other groups to present it and follow same instructions.
- Let participants submit their point group wise

## Facilitation Notes



While summarizing the activity trainer/ facilitator should keep below mention points in consideration.

Mopping tips -

- Always clean underneath the furnishings, shoe racks, almirah, in the back of the doors.
- You should wear rubber gloves and shoes (non-slippery) before mopping the floor.
- As soon as the mopping water gets dirty, change it otherwise, you would be cleaning the floor with dirty water, and there is no use of it.
- Always choose the mop as per the size of the room and the need so that you may save your time and energy.
- Always remove the stains first so that you need not repeat the mopping process. Do not use any cleaning agent directly on the floor as it may damage its surface.
- Always choose the cleaning agent as per the floor.
- Use a scrub to remove persistent stains from the floor before mopping.
- Store the mops and cleaning agents at a safe place, far from the reach of the children.
- Always ask your employer in case of any doubt related to the use of a product.

# **Dusting Tips**



- Always use a high-quality cleaning product to clean painting, mirrors, artifacts and other items.
- Always remove the stains of food and beverages from table top as soon you notice.
- Always dust the hidden surface of table and chairs as cobwebs and dust get accumulated right here.
- Do now not leave out the corners of furniture while dusting.
- To do a proper dusting of the house, you need to make a dusting calendar with the details of the items to be cleaned daily, weekly and monthly. It makes the complete work very systematic and smooth for the housekeeper.
- Always store the dusting tools after proper cleaning /washing for subsequent use.
- Always use one-of-a-kind dusters/ brush for exclusive areas of the house.
- Always put on breathing masks or tie a cloth around your nostril and mouth earlier than sweepings breathing in the dirt can be dangerous for you.
- Always clean the window sill, window panes and window grill.
- You should use the damp cloth and cleaning agent to clean ceiling fans, exhaust fans, etc.
- Collect the entire dust in a garbage bag and tightly close it before disposing of in the trash bin.
- Vacuum Cleaner should be used to clean the carpets, rugs, sofas and mattresses.
- Cover your head, while dusting or using vacuum cleaner to avoid damage to your hair.

# Advantages of Cleaning a House -

There are several benefits of cleaning a house and few of them are following -

- To remove dust and other disturbing allergens from the home, one needs to regularly clean it.
- People suffering from hyper sensitivities, asthma, and respiratory issues are always advised to keep their houses clean so that they may breathe effortlessly.
- Cleaning the house with disinfectants shields your health from harmful microbes, infections, and various germs.
- Using the disinfectants on the surfaces of the kitchen, bathroom, and other areas of the house, you may not only make the house perfectly clean but also easily recognize and alter the issues of mould or nuisances' development.
- You can minimize the chances of injury in your house, by removing clutter and keeping things in safe and proper manner.
- A clean, well-organized house gives a welcoming feeling to the people who live there as well as to the visitors as cleaning and de-cluttering provide many psychological health benefits.
- People living in an unsanitary situation are more vulnerable to diseases created by microbes, allergens, and bugs.

## Notes



- Vacuum is perfect for most carpeted surfaces which receive a lot of traffic such as entrances and main living spaces. This area needs more frequent vacuuming, like once a week.
- To reach higher surfaces, you should add an extension to your attachment or use a step stool or small ladder.
- Most stairs can be vacuumed bi-weekly unless not used excessively, in that case, it must frequently be done.
- You should clean the most walls and ceilings at least after three months.
- Use the dust brush on leather-based furniture to reduce the risk of scratching.
- Clean the vacuum cleaner nozzle before you begin vacuuming.
- The dust brush tool works best in those elaborate vent slats of the furnace and air conditioner.
- It is suggested to have a weekly cleaning schedule so that the work may not get piled up.

#### **Post Session**

- Take feedback from the participants and make sure each have gain information
- Now randomly ask few questions related to topic from the participants. These questions can be from pre-assessment sheet also.
- Give them home assignment for tomorrow session

# Practical:



Practical 1: Doing Sweeping Activity -Perform sweeping of a floor.

Practical 2: Doing Dusting Activity- Perform dusting of a floor.

Practical 3: Doing Mopping Activity - Perform mopping of a floor.

**Practical 4: Cleaning of room using Vacuum Cleaner -** Clean a room using Vacuum Cleaner.

# **Summary**



This is an important session for the trainees of this job role.

The trainer/ facilitator takes the trainees around the house and makes them aware of its lay out and the equipment and appliances in the house. The trainees shall be responsible for cleanliness of the same. They were also shown various equipment and consumables that would be made available for them to clean the house.

Thereafter, the trainer explained step wise the process of sweeping, dusting and mopping, the main stay of the job role of the General Housekeeper. Operation of the vacuum cleaner was also brought out

## Exercise



1. Arrange the following dusting steps in order: -

Sol:

- (d) Cover your nose, hair and wear rubber gloves
- (c) Arrange dusting tools and cleaning agents
- (b) Clean the tables, chairs and sofa
- (a) Clean the artefacts and paintings
- (e) Collect the dust and throw away in garbage bin

#### 2.State True or False

- (a) Mopping is always to be done after sweeping and dusting. True.
- (b) Do not read the instructions mentioned on the package or bottle the floor cleaning agent/ disinfectant before using it. False.
- (c) No need to clean underneath the furnishings, shoe racks, almirah, in the back of the doors. False.
- (d) You should wear rubber gloves and shoes (non-slippery) before mopping the floor. True.
- (e) You should let the people walk on the wet floor after mopping. False.
- (f) The vacuum cleaner should be used to wash the utensils. False.
- (g) You should store all the cleaning tools in the drawing room. False.
- (h) Sweeping & Mopping should be done once in a month. False.

# Unit 2.2: Washing and Placing Kitchen Utensils

# -Unit Objective



#### After this session participant will learn to do:

- Categorise various utensils as per their usage
- Explain how to wash different utensils using appropriate products by hand.
- Learn how to use the dishwasher.
- Understand how to store different utensils

## Resources



- Available objects such as a white board markers and cleaners,
- Flip chart
- Participant book pen, notebook etc.
- Projector and screen and Power Point presentation
- Utensil washing arrangement, such as sponges of different types, used, clean and effective tooth brush, washing gel/ bar, clean dusters for drying etc.
- Activities (role plays and games)
- Kitchen arrangements in the lab

## Notes |



- Different types of utensils. Cookware and serve ware.
- Those utilised for cooking and others for serving and eating the food.
- Maintain hygiene while washing utensils, and after.
- Use gloves and apron.
- Remove the left overs.
- Availability of warm water, washing gels/ bar, sponge of different types and tools for cleaning parts of the utensils, not easily accessible.
- Ensure washing off of the cleaning gel from the utensils.
- Placing the washed utensils appropriately and safely.
- Dealing with cast iron pots and cook ware such as tavas, karahis and Teflon based cookware.
- Care for glass and china ware

## Elaborate



#### Cook/ Bake ware

The utensils that are used to prepare food are known as Cookware and bake ware. Cookware contains of cooking utensils like saucepans and frying pans are meant to be used on a range or cooktop, at the same time as Bakeware comprises of cooking utensils to be used inside an oven. Some utensils are used both as cookware and bakeware.

#### Serve/ Dining ware

The utensils typically used to set up table, serving food and eating are referred to as Serve-ware or Tableware. Those utensils are made of numerous substances like stainless-steel, glass, melamine, ceramic, fiber etc. Some tableware also can be used for cooking/ baking. Tableware consists of cutlery, glassware, serving dishes and other items that are used for practical and decorative purposes. Dinnerware and Crockery are the alternative terms commonly used for this utensil.

#### **Operating/Using Dishwasher**

- Fill your dishwasher but you should not overload it.
- Fill the detergent dispenser with your preferred dishwashing liquid and close it up.
- If the dishes are excessively filthy, add extra dishwashing liquid in a secondary cup.
- To prevent spotting, you should add a rinsing agent.
- Set the necessary timer as per your requirement. e.g., a shorter time for less soiled dishes while a longer term for excessively dirty dishes, pots and pans.
- You should dry your dishes by using heated drier, but it should not be used for plastic bowls or dishes. You can air dry your dishes also.
- Switch off your dishwasher and take out the dry dishes from dishwasher and place them at the appropriate location.
- Use a cotton duster to wipe out the extra water from the dishwasher.

#### Storage/ Stacking.

- Stack/ store, as per place meant for each. China and Glassware for dining has different cabinet. Cutlery should be kept where required, some on the dining table for easy accessibility during dining.
- Cutlery and cookware are to be kept separately close to the kitchen top, easily accessible to the cook.

# **Activity: Group Work**



Divide participants in group of 4 each. Ask each group to take one topic and write the process with discussion among the group. Give them 10 minutes for the activity. Topics are: -

- How to wash and store glassware/cups/ cutlery?
- How to wash and stack/ store metallic (Steel, Brass and copper) Utensils?
- How to wash and store Cast- Iron pots and pans?
- How to wash and store Non-stick /Teflon based utensils?

# Tips



- Wash the handles, lids and the outer surface of the utensils regularly.
- Use a small brush to clean hard to access areas like inside bottom of a cup or rubber gasket of pressure cooker or under the handle of a pan.
- Prefer using dishwashing liquid over bars.
- Dry your sponges and scrubs daily and replace them regularly.
- Use a clean linen towel to dry the dishes in case you need to use them right away after washing.
- Safely dispose of any broken glass item to avoid any accident.
- You should soak the sticky and heavy utensils in warm water at least an hour before washing.
- Avoid soaking wooden utensils as it may get damaged.
- Always wash glassware at the beginning followed by small and light utensils like cutlery etc.
- Thick and burnt utensils should be washed at the end like wok & griddle as they need rough and hard cleaning.
- You should never use the hard scrub on glassware/ melamine & bone china utensils.
- Regularly clean the drainage of the kitchen sink to avoid clogging due to water and leftover food particle.
- Change the scrub regularly as it will increase your efficiency and save the time.
- Lime piece/ vinegar can be used to clean the brass utensil

## **Practical:**



Practical 1: Doing washing various types of utensils

Activity Perform washing various types of utensils effectively

**Practical 2: Doing storing various types of utensils** 

Activity Perform storing various kinds of utensils at its appropriate place

# Unit 2.3 Tidying Up Room

# -Unit Objective



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

- Importance of tidying up a room
- Understand the process of tidying up a room
- Understand how to clean bathroom
- Explain how to maintain the bathroom

## Resources



- Available objects such as a duster, pen, notebook etc.
- Flip chart
- Participant book
- Projector and screen/ presentations.
- All types of cleaning material, equipment and expendables in the lab, which shall be used for tidying the house/ rooms/ toilet/ kitchen etc.
- Cleaning brushes, Brooms, mops, vacuum cleaner etc., Garbage bags, bins, buckets,
- PPE, such as gloves, head gear, mask and hand wash

## Do



- Ask the participants as to what they understand by work tidying of room.
- Collect the information and give them clarity of thought if required.
- Ask participants what all things come under Tidying of house
- Ask the m how tidying of room is done.
- Ask participants what all material required for bathroom cleaning. Collect and list the name presented by the participants. Identify and fill the gaps.
- Ask participants what all points are covered for bathroom cleaning and why? Brainstorm on this in open group discussion and identify gaps and fill in the information.
- Ask participants how is bathroom cleaning done? Brainstorm what all electric items are there in bathroom, what all equipment are used in bathroom and what all cleaning equipment are used in the bath room. List them out on board or chat paper.
- Now take one by one and learn how this equipment are clean and maintained in bathroom.
- Ask participants what hygiene in bathroom is and how to maintain bathroom.

## Note



- Tidying up the room shall require substantial quantity of equipment and expendables.
- After tidying up, the existing equipment, furnishings, tapestries and furniture shall be kept in the room concerned in order.
- Clothes and any other equipment lying inn haphazard manner needs to be placed in its own place.
- Equipment and expendables for cleaning bedrooms/ living room, dining and kitchen, and toilets etc shall be different.
- Housekeeper/ cleaner should have PPEs, such as mouth/ nose mask, gloves, apron, head cover etc to maintain own cleanliness/ hygiene
- Practical shall be necessary for transition of knowledge and improving the skill

## Demonstrate



- Cleaning of Bathroom
- This includes everything shelf cabinet exhaust fan geyser etc.
- This session can be done in lab with live demo.
- Or this session can be done with video clips on the topics.
- Or this topic can be covered by power point presentation

# **Preparations for Bathroom Cleaning**

As a facilitator, you need to explain/ emphasize the following to the trainees during the class/ session: -

- Things that are not required in the bathroom, such as used clothes, cups, and trash.
- Empty bottles of shampoo, empty toothpaste tubes and sachets of other items to be removed.
- •Remove any table, step stool or movable cabinets kept in the bathroom, so that you may clean beneath them.
- •Apply toilet cleaning agent onto the inner walls of the toilet bowl/ commode and wait for 20 minutes, prior to washing the dirt and stains off.
- Let the door of the bathroom remain open and the fan/ exhaust on for proper ventilation.
- Keep separate dusters for different tasks and a long-handled broom to clean the floor.
- Read the instructions on the package of the products before using to avoid any damages.
- •Always wear rubber gloves, nose/ mouth mask and head cover, while cleaning the bathroom, to avoid any reactions due to the use of harsh products

# **Bathroom Cleaning**



- As a facilitator, explain to trainees of the need of total cleanliness and keeping the bathroom, as well as all items (toiletries) dry to avoid fungus and mildew.
- Particular care needs to be taken to ensure no foul smell. As such open the windows and switch on the ventilators, with a view to minimize mildew and fungus
- Trainees also need to get the cooperation from the inhabitants using the toilets/ bathrooms.
- After the shower, the exhaust and fans should be switched on to avoid fungus and mildew. in keeping the
  bathroom dry and clean and remove the moisture and avoid rust. Explain to the trainees that the soiled
  clothes should be kept in laundry bag, preferably near washing
  area.
- Hanging soiled clothes and being kept hap hazardly, makes the bathroom look neater and makes it more
  hygienic.
- While toilet as a whole may require deep cleaning once a week, nevertheless, the commode/ toilet bowl should be cleaned more frequently, it will remove the stains of water minerals.
- There are several Cistern Blocks available in the market which keeps the toilet clean with every time it is flushed.
- Use air cleaner/ freshener periodically to avoid the bad odour/ stench.
- Always replenish the empty items like liquid hand wash, body wash/ shower gel, etc. You should not flush anything in the toilet bowl. Ensure that the hair do not block the exhaust pipes

# Practical:

Practical 1: Doing Activity - Tidying up a room

Perform the activity of Tidying up a room.

Practical 2: Doing Activity of cleaning the bathroom

Perform the activity of cleaning the bathroom

# Summary **/**E



Recall the previous session dealing with the cleaning and stacking the utensils of different types. Essentially the utensils are of two types, ones for cooking and others for serving/ being utilised for dining.

During this session, we discussed the tidying up a house and its components. Initially we discussed the process of the cleaning up the room, followed up the details of the bathrooms and how to clean the same.

At the end of the session, practical was carried out, both for cleaning of the room, as well as the bathroom. Daily maintenance of the bathroom was also discussed

# Exercise



### **State True or False**

- 1. The process of Tidying up a room starts from prioritizing the stuff which must be kept in a room. False.
- 2. You could use the closets, cloth wardrobe/desk drawers, trunks, the area beneath the bed, attics/ basements and spare room to store the more stuff. True.
- 3. You can use one duster for all the cleaning tasks of the bathroom. False.
- 4. You should first clean the bathroom floor and then clean ceiling and walls at the end. False.
- 5. You can use a toilet brush to clean the washbasin. False.

Notes			







# 3. Carry Out Basic Laundry and Making Bed

Unit 3.1 Sorting, Washing and drying the clothes

Unit 3.2 Ironing and Folding the Clothes

Unit 3.3 Organising the Clothes

Unit 3.4 Making Beds



DWC/N0102

# **Key Learning Outcomes**



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

- Understand purpose of washing the clothes
- Explain different methods of laundry
- Describe different types of fabrics and their washing procedures
- Understand various types of washing detergents and soaps
- Operate washing machine
- Understand the instructions for washing
- Understand how to dry various clothes as per their fabric
- Understand how to iron different clothes
- Understand how to fold different clothes properly
- Understand how to make bed

# Unit 3.1: Sorting, Washing and Drying of clothes

# -Unit Objectives



After this session participant will learn to do:

- Understand the importance of laundry
- Explain different methods of laundry
- Understand the rules of sorting clothes for laundry
- Wash clothes/ linen/ upholstery using appropriate product.
- Understand the procedure to dry different clothes

### Resources



- White Duster, pen, notebook etc.
- Flip chart
- Projector and screen and presentations
- Equipment, expendables such as washing powder, hanging clips, washing machine, clothes drying hangers/ clothes lines.
- Participant book

### DO L



- The trainer should ensure that the lab and items required for activity are available and laid out.
- The items/ stores to be used for the washing and drying should first be laid out in the class room for display. Alternatively, the class can move to the lab and the items shown there.
- For such a class, it will be appropriate that the classes are run in the Lab. A demonstration in the training toilet shall be ideal.
- After the demo/ and introduction to the items/ stores used for washing and drying, the Trainer shall plan the practical classes and make his observations for drawing the lessons

# Activity 1



- Ask participants about the importance of cleaning our garments.
- Let participants give their view and collect them on board and discuss.
- Ask participants the different methods of laundry. Herein, the trainer should be looking for words like Hand wash, machine wash & dry cleaning.
- Now divide the participants group into three and give them each topic to discuss. The subjects be chosen from the subjects in bracket (Hand wash, Machine wash, Drying, Sorting, Types of fabrics and methods of wash, stores required for washing clothes)
- Give them 15 minutes to discuss among them self and then ask them to present the discussion
- Trainer need to find the gaps and fill it up where ever required.

# **Activity 2**



- Trainer should have different types of fabric with them for this activity
- Rotate a bucket with types of fabric in.
- Ask participants to pick one each
- Give them 5 minutes to understand the fabric
- Then ask each participant to speak 4-5 sentences on the fabric. It can include (name of fabric, how to wash, ironing, drying and sorting)
- Trainer can intimate and explain the objective if different activities
- Ask and show participants commonly used fabrics, Commonly Used Garments, and
- Other commonly Used Cloth Items in a Household-Bath Linen, Curtains, and Bedding.

# **Activity 3**



Different processes in washing:

Ask a participant what is the process in washing is? Or what all steps are involved in washing.

Trainer should try to get these answer mention below: -

- Sort the Laundry for Washing
- How to Wash Clothes by Hand
- Machine Wash-its usage and maintenance
- How to Use Semi- Automatic Washing Machine- its usage and maintenance-
- Fully Automatic Washing Machine- its usage and maintenance

### **Notes**



### **Laundry Sorting**

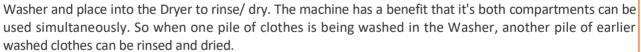
- Elaborate the different types clothes based on their colour, fabric and degree of soiling. Advise the trainees they should keep white, dark coloured and bleeding coloured clothes together in different piles. Keep the delicate clothes separately.
- Tell the trainees the need to read the instruction/ care tag of the cloth before washing as it may help in preventing any damage.
- Care tags help in determining how a cloth is to be washed based on the fabric, the temperature of water and also the degrees to which they should be ironed and with which clothes.
- Tell the trainees about the handling of pretreated laundry, and that the same should be kept separate from clothes with stains which require washing with more care.
- Explain to the class the importance of identifying the difference in the clothes weighing differently. They need to be sorted based on the weight, such as jeans, trousers, shirts, salwars, kameez, other delicate clothes like scarves, lingerie etc.
- Heavier clothes like Jeans etc. should be washed separately. Cushion covers, tapestry, bed linen, and bathing linen should be stored and washed separately.
- White clothes should not be washed with the coloured ones, as they bleed and get the white ones coloured

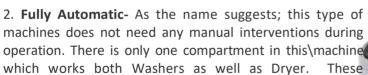
### Demonstrate



Tell participants that, there are two types of washing machines available in market -

- 1. Semi- Automatic- This is the most common washing machine being used by Indian households. This is partially automatic and one has to do some manual operations using it. These are top loading machines and has two compartments in it -
- a- Washer It is tub where the clothes get washed.
- b- Dryer- It is a section where washed clothes are being rinsed and dried. The user has to manually take out the washed clothes from the







b. Front Loading

machines come in two variants.









### Facilitation Notes



- Facilitator can show the video or take participants in lab for demonstration of washing clothes.
- Further trainer should briefly explain below mention point while discussing washing styles.
- Check the pockets of the garments before swing them within the washer.
- Don't leave your garments in your washer for over twenty-four hours, they'll get musty.
- New garments with bright colors ought to be washed individually because the colors could bleed.
- The powder detergent should not be applied directly on the garments as it will not rinse fully out of the garment and might cause discoloration.
- Don't wash any garment having hooks unbuckled as the hooks may caught in alternative garments and break or bend.
- Always lock the zips, buttons as they may get damaged or entangled with other clothes.
- Always wash the bath linen, bed sheets, pillow covers and curtains, separately from the clothes you wear.
- Towels should not be washed with any other items as their lint can stick to other clothes. Shirts, pants and other delicate items need to be washed inside out. Woolens are best hand washed.
- For more shine in your whites, soak them in bleach for some time and then rinse thoroughly. It is very helpful in removing stubborn stains and yellowness from the whites and keeps them really white.
- There are two types of bleach available in market one is Chlorine bleach which is perfect for your whites but not to be used on coloured clothes. The other one is All-Fabric bleach, which can be used on all types of clothes. You can use fabric softener to make your clothes like your towels, extra fluffy.

### Elaborate:



### **Care Tags**

Explain the candidate following:

- What are care tags regarding cloths and in general?
- Where they are located in the garments?
- Why it is important to check care tags?
- How to interpret car tags in garments?
- Show the sample and discuss further?



# Practical



Practical 1: Ironing the clothes of different types and fabric.

Practical 2: Folding different types of clothes.

# Exercise



### State are true (T) or false. (F)

- 1. There are two types of iron available in market. True.
- 2. You should not check the tag of the cloth to know if it is to be ironed or not. False.
- 3. Always keep the Iron sit in an upright position after plugging the Iron in a power socket. True.
- 4. There is no need to test the heat of the Iron before starting the ironing as it will save your garment from damage. False.
- 5. Garments made up of cotton, denim, etc. need to be ironed keeping the right side out. True.
- 6. If the garment is of silk or any other delicate fabric, either uses a very less heated iron on it, or cover is with a muslin cloth and then iron. True.
- 7. To remove stubborn wrinkles, spray some water on it and iron over with steam. <u>True.</u>
- 8. To clean the steam vents of the iron, you can wash it under the running water. False.
- 9. You can use a hot iron on the elastic, rubber print or any other embroidery of the garment. False.
- 10. The method of folding all the clothes is similar. False.

# Unit 3.2: Ironing and Folding the clothes

# -Unit Objective



### After this session participant will learn to do:

- Understand the importance of ironing the clothes.
- Explain the methods of ironing different clothes.
- Understand the importance of folding clothes properly.
- Explain the techniques of folding various clothes.

# **Resources Needed**



- Flip chart, white board, duster and markers.
- Participant book.
- Projector, screen and PowerPoint presentation.
- Iron, water in a bowl/ mug.
- Ironing table.
- Table/ bed for stacking and folding the ironed clothes.

# Do



- This session can be taken in the lab or in class depending up on the plan of trainer.
- Trainer can ask participants what is the process of removing wrinkles from cloth?
- Take the response from the participants and collect them on board.
- Give them a written answer and tell them why other is wrong.
- Discuss type of iron and brand available in market and the ones they have seen at home as domestic workers.

# -Facilitation Notes 🗐



Inform the trainees some of the following points: -

- To crease trousers, iron the upper surface of the trousers, and not inside out.
- Regularly clean your iron to avoid clogging and stickiness on the ironing surface and vents.
- Wrinkles from the seat area of trousers, can be removed by the iron set on high extraction of steam, and straightening the trouser carefully.
- Sprinkle some water on the clothes before ironing, it irons more effectively.
- Take clothing straight out of the dryer once dried, to prevent wrinkling.
- Hang or fold clothes straight from the clothesline rather than leaving them scrunched up in a basket. A lot of ironing can be avoided this way.
- If you have heavy colored images, rubber print, embroidery, sequins, beads on the garment do not iron on it.
- Do not iron on the elastic present in the neck, cuffs or waist of the garment.
- Read the care label as all fabrics can or should not be starched.
- Never leave the iron too long on any single spot of clothing.
- Always keep an eye on the iron as your carelessness may result in serious injury or damage to property.
- Always keep iron away from the reach of children.
- Always keep an eye on the iron as your carelessness may result in serious injury or damage to property.

# Activity



**Purpose:** To access the basic understanding of participants about laundry.

**Case 1:** This activity is done individually. Keep a bowl/ basket full of different pieces of cloth and a question chit attached to it. Every individual should identify his/ her given piece of cloth and answer the asked questions quietly.

**Case 2:** You can make chit carrying name of different types of fabrics like Silk, Georgette, chiffon velvet etc. And ask each participant to pick any and explain the washing, ironing or drying methods of that particular fabric.

How to implement this team activity:

- Ask participants to come and pick a piece of cloth one by one. Trainer should avoid any kind of hustle bustle during this activity.
- Participants will write their answer on the notepads.
- Give them 2 min time to write their answers.
- After 2 min the trainer can ask them to answer one by one. (Ensure that there is no interruption when a person is speaking)

As a trainer you are expected to manage the activity keeping in view the following: -

- Ensure smooth execution of activity without noise and disturbance
- You could ask few probing questions like:
  - ✓ Define the process to starch the cotton cloth.
  - ✓ Technique to dry white and colored clothes.
  - ✓ What is the use of fabric bleach?
  - ✓ Procedure to iron silk cloth?
  - ✓ What are the precautions to be taken/considered while ironing velvet or corduroy and such other soft/ tender surfaces?
- Maintain discipline and decorum in the training room.
- Give chance to everyone to participate, in fact encourage participation.
- Maintain time lines.

# Summary



Recall, the last session, which was tidying up the room and deep cleaning of the bathrooms and its regular maintenance.

During this session, the trainees were informed if the different types of fabrics and clothing found in the households, and as to the different ways of washing the same.

Thereafter, the class discussed about the drying and ironing the clothes. Tips about the ironing and precautions to be taken with irons and while ironing were also discussed.

This followed the quick check on understanding of participants about the treatment of clothes of different texture. In this practice participants also learn the habit of reading and follow care tag instructions.

# Unit 3.3: Organising Clothes

# -Unit Objective



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

- Understand the importance of organising the clothes
- Explain the methods of organising clothes

# Resources



- Flip chart, white board, board cleaner and markers.
- Participant book.
- Projector and screen and Point presentation.
- Table/ bed for stacking and folding the ironed clothes.
- Set of dirty, and washed clothes kept separately on neat flat surface.

# Elaborate



Emphasise to the trainees, who, when employed as Domestic Workers have a responsibility to organise clothes in a cupboard/ drawer also mention. Well organised cupboard and drawers tells how much the person is organized in life. Towards this end they (trainees) have an important role to play if employed as Housekeepers.

It not only makes the house neat and clean but also saves time in finding the required garments.

Clothes in the houses are at three stages as under: -

- Ironed and store.
- Used/ dirty, to be kept for wash.
- Washed clothes kept for ironing.

While the soiled/ used clothes are taken for wash, and drying, the washed clothes are sent for ironing. Both these subjects have been dealt in detail in different units 3.1 and 3.1 above.

Ironing can either be done at home or sent to the Laundry/ ironing vendor. The clothes after ironing are either folded or hanged on the hangers and delivered at homes.

As a General Housekeeper, the trainees are required to be trained on handling of used clothes, wash them/ get them washed, iron them or get them ironed; and finally, stored in the places meant for them in the house they are working in. they may also be required to take them out when the employer and his/her family require to change clothes.

# Facilitation Notes



- Explain to the trainees that the washed clothes should be organised carefully.
- The first step to organise the clothing is sorting the clothes. This can be done by taking everything out of the closet, wardrobe, drawers, or dresser and piling it on the floor or bed.
- If you keep the clothes in multiple places, consider tackling each place one at a time to sort and organize. Ÿ Washed and used clothes should never be mixed up.
- Once organizing is finished at one place, repeat the whole process at another place.
- You can also use baskets or boxes to hold your clothes as you sort through them instead of just piling them on the floor or bed.
- Sort out the clothes that need to be laundered from the clean clothes that can be hung up or folded up and put away.
- Once you have finished sorting the clean clothes from the dirty clothes, take the dirty clothes and put them into a laundry basket. This helps prevent things from piling up and taking up space.
- To save time, put the dirty clothes into the washing machine to wash while you continue sorting and organizing.
- Ladies clothes should only be handled by the female Domestic Workers.
- Washed clothes are then taken for ironing. At certain households, the worker will have to sort out clothes which are be ironed

### Handling the washed and ironed Clothes

- Prior to gathering them, wash your hands and pick up the stack of washed clothes and keep them on a neat surface close by.
- Any flat surface without any obstructions is suitable for the task of organising and folding the washed clothes and laying them out appropriately in almirahs or drawers as required.
- In any house, the male and female clothes are normally stored in different cupboards/ drawers.
- It shall be normal in the houses for smaller and under clothes to be kept separately in storage spaces such as drawers. Socks and hankies are stacked separately and carefully.
- Store/ keep the pieces of clothing in the place which have been set aside for the same. Any unorganised manner of handling, will cause loss of time, damage the clothes and their misplacement and loss.
- Hang the clothes which may get wrinkles while keeping fold. Use hangers, where required and provided.
- It is advised to hang clothes according to their height. Such as clothes lengthier like dress, suits, etc. should be hanged at one end of the hanging rod/ cupboard, followed by gradually smaller clothes like T-shirts, and shorts.
- Ladies clothes, more often not are stored in different cupboards.
- Make sure you identify the clothes of all the family members of the house and store them as per their storage space

# ·Practical 🔌



### **Practical 1: Organising the clothes**

Perform the activity of organising the clothes properly.

### Practical 2: Storing/ stacking the ironed clothes.

Perform the activity of stacking. Storing the different types of washed and ironed clothes.

This needs to be done in pairs, while the rest of the trainees are asked to observe. By doing this they learn to identify the gaps and learn as well

# Summary



Recall the previous session, which pertains to ironing of the washed clothes, and how they need to be folded.

During this session, we learnt about the treatment of the clothes, which are in various stages, used, washed and ironed. We learnt as to how each of these three stages are to be managed. While used clothes are to be put into the washing process, the washed ones are dried, collected and put into the ironing process, and those ironed ones must be organised and stacked or hanged appropriately.

# Exercise/ Quiz



### State are true (T) or false. (F)

- 1. Used clothes should be kept separate from the washed clothes. True.
- ·2. Ladies' and gents' clothes should be stored in one cupboard. False.
- 3. All clothes should be ironed at home. False.
- 4. Small pieces of clothing such as socks, under wears and hankies should be stacked in different place. True.
- 5. All clothes should be folded and stored in drawers. True.
- 6. Use hangers where instructed by the employer. True.

# Unit 3.4: Making Beds

# -Unit Objective



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

- Understand bed making
- Explain process of bed making

# Resources



- Flip chart, white board, board cleaner and markers.
- Participant book.
- Projector and screen and Point presentation.
- Couple of beds and bed linen.

### Ask



- What are different parts of the bed?
- Which are different bed linens used in the middle class and above homes?
- What does bed comprise of?

### Elaborate



Bedroom is one of the most important part of a house. It needs to be well managed and decorated which cannot happen without a properly placed and neatly made bed. There are various methods to make a bed, but we will talk about the most basic and yet convenient method to make the bed.

Explain to the trainees that the making bed will require and bed and the bed linen.

A complete bed would mean the structure, a mattress and pillow, all these without covers. Bed linen can constitute of the pillow covers, bed covers and bed sheets. At times, small cushions are also part of the laid-out bed. Blankets and Quilt are used/ placed when the beds are going to be used, essentially at night.

Explain the difference between the bed sheets and covers. These should be designed or plain of different colours. These are essentially soft cotton and thickness more than clothes and less than bed cover. Bed sheets are sheets on which one sleeps and bed covers are made of thicker and rough material and used to cover the beds when made in the morning. These are also of different colours or designs and a matter of choices.

The bed, its components and different bed linen can be shown either in the lab or with the help of ppt.

# Facilitation Notes



The bed making starts with the proper placing of the bed. While it is up to the employers to place their beds or set up the bed rooms.

Some of the points that merit the attention of the trainees are as follows: -

- Always keep the bed in such a way that there would be space to move around in the bedroom.
- Bed should be set up against a wall and not against the windows. Keep small space between wall and the bed.
- The windows should be on either side of it so that air and sunlight may enter the room properly.
- Dusting and cleaning the bed structure, mattresses and pillows/ cushions on daily basis.
- Check below the beds for dust/ dirt and sweeping this area.
- Vacuum clean the mattress and pillows periodically, to check on mites/ insects/ pests in addition to dirt and dust.
- On daily/ regular basis, remove the used linen and replace with the washed linen. Periodicity will depend upon the instructions from the employer; or based on hygienic condition of the bed linen.
- The bed sheet should be tucked under the mattress from the head side of the bed and then from all the sides tightly so that it may not get slipped while sitting or lying.
- Remove all the wrinkles by hand and make it smooth and remove the dust.
- Pull on the matching pillow and cushion covers respectively on the pillows and cushions.
- Unhygienic conditions of the mattress, pillow or the bed linen should be brought to the notice of the employer for corrective action.



- Regularly change the dirty bed sheets and pillow covers.
- Make clear to the trainees the difference between bed sheets and bed covers.
- Put the mattress and pillow in the sun once in a month as it helps in killing/removal of germs, pests and mites.
- Avoid having food and beverages while sitting on the bed as it may fall on it and can spoil the mattress and bed sheet.
- Should beds be used for eating and drinking purposes, use another safety sheet to avoid spillage to soil the bed linen
- Use naphthalene balls while storing the blankets, quilts and extra mattress etc.
- Use sheets that are large enough that they won't come untucked and pull out while you are sleeping.
- Make sure your sheets are the right size for your bed.
- Make a small, discreet mark on the newly-determined bottom edge with a permanent marker, since that is the edge that should be tucked in and will not be seen.

# Practical 🕍



### Practical 1: Bed making

Perform the activity of cleaning and making bed in a proper manner

### Practical 2: Inspecting the bed

Perform the inspection of the entire bed and mattresses and find if it needs further cleanliness or pest control activity

This needs to be done in pairs, while the rest of the trainees are asked to observe. By doing this they learn to identify the gaps and learn as well.

# Summary \( \begin{aligned} \equiv \]



Recall, what the trainees were taught in the previous session. The previous session dealt with organising the clothes in different stages of used, washed and ironed.

During the current session, the trainees learnt about making the bed. They are first introduced to the beds, its different parts and constituents. Thereafter they need to be introduced to the different bed linen and how these are to be used. Difference between bed sheets and bed covers is to be clarified. There is also a need to explain to the trainees of possibility or mites/ pests and rodent getting into the beds/ mattresses, as such regular cleaning and inspection are necessary.

There is a practical for cleaning, inspection and laying the beds.

# Exercise/ Quiz



### State are true (T) or false. (F)

- 1. Beds should be cleaned on daily basis. True.
- 2. Beds linen shall be changed on daily basis. False.
- 3. Making beds can be done on alternate days. False.
- 4. Inspecting the beds for dirt/ mites and rodents is important aspect. True.
- 5. The beds should not be used for drinking beverages and eating meals. True.
- 6. Bed covers are used to cover the mattresses. True.
- 7. Some beds will have cushions and pillows as well. True.
- 8. Should beds be used for eating and drinking purposes, use another safety sheet to avoid spillage to soil the bed linen. False.

Notes			







# 4. Prepare and Maintain Routine Cleaning of the Kitchen

Unit 4.1 Kitchen Cleaning and Organising

Unit 4.2 Cleaning of Kitchen Cabinets

Unit 4.3 Cleaning of Kitchen Appliances

Unit 4.4 Cleaning and Organising the Refrigerator





# Key Learning Outcomes 💆

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

- Explain how to clean the kitchen
- Describe how to organise the kitchen
- Clean the kitchen cabinets
- Clean the kitchen appliances
- State the procedure to clean the refrigerator
- Organise the refrigerator
- Maintain the kitchen safety

# Unit 4.1: Kitchen Cleaning and Organizing

# -Unit Objective



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

- Understand the need of kitchen cleaning.
- Explain the steps of kitchen cleaning.
- Understand how to organise the kitchen

### Resources



- Available objects such as a duster, pen, notebook etc.
- Flip chart
- Participant book
- Projector and screen and presentations where required.
- Cleaning materials and equipment, such as dry/ phul jharoo, mops for dry and wet sweeping, dusters, malmal cloth for drying the washed / wet utensils and consumables
- Activity papers/ charts, where required (These should be prepared by the Facilitators/ Trainers)

### Do



Revise the previous unit that was about ironing and folding clothes.

It shall be appropriate for you to take the class in the very training kitchen/ Lab, where you should commence the class.

Having briefed the trainees about the important place a kitchen occupies in a household, the trainees need to be emphasized of the need for cleanliness, order and hygiene in the kitchen.

Thereafter explain to the trainees the layout of the kitchen and its physical spread. For the sake of cleanliness, the kitchen needs to be divided into the walls, roof, floor and least, nevertheless, most important the cooking counter top.

After the explanation and briefing, proceed on to explaining the cabinets and how to keep the same clean.

The kitchen sink and its utility as the area, where the utensils are cleaned and stored on the part of the counter top near the same.

The kitchens are stored by various utensils, whether serving, storing, and edibles (dry and fresh rations), and appliances for the purpose to be achieved in the kitchens. This part shall follow in the next classes.

# Elaborate



### Walls and Ceiling

The cleaning of these are done periodically, say fortnightly or monthly. The main point the trainees need to understand that the edible/ food items, should either be kept in cabinets, in refrigerators or in the neighbouring room.

Cleaning shall start with breaking/ cleaning of cobwebs followed by the roof, and then the walls. While the walls without tiles are dry cleaned, the tiles portion of the walls can be wet cleaned, using appropriate washing powder.

Tell the trainees that the best result in cleaning the kitchen comes from ready availability of the equipment, materials and in cleaning consumables required for the purpose.

### Counter top

- ✓ Remove unconsumed and leftover food and dispose off appropriately.
- ✓ Clean and remove the appliances including the Gas Stove after cleaning.
- ✓ Chimney and exhaust fan
- ✓ Use of cleaning gel and appropriate swabs/ cloth.
- ✓ Leave the counter top dry.

### **Floor**

- ✓ Remove the dust.
- ✓ Wash and sweep.
- ✓ Ensure dry

As far as possible, those detailed for practical should put on PPE. This shall be explained and ensured

Cleaning of walls and ceiling would require lots of effort and result in spreading of dirt and dust.

This should be explained, as per the details given in Participant Handbook

Method of cleaning of the chimneys, and exhaust fans shall be elaborated prior to the practical. This should be followed by the practical. All shall be practiced, either as part of the team, or be asked to observe and learn.

# Demonstrate |



Collect the trainees and take them to the Equipment Lab on the subject. Tell the trainees that the best result the kitchen comes from ready availability of the equipment, materials and consumables required for the purpose

# Activity-1 - Cleaning



After the classroom and lab discussion and demonstration, the trainees are taken to the training Kitchen Practical can be organized on the following aspects: -

- Roof Cleaning.
- Wall cleaning.
- Counter top cleaning.
- Cleaning the floor.
- Cleaning the cabinets.

Based on the situation and availability of training area, practical can be carried out for more than one aspect out of the above. Spare trainees can be tasked to observe as auditors and consequently learn.

# Activity 2 - Organise



Cleaning exercise is done after taking the emptying the kitchen. The materials which are taken out are edibles, utensils, crockery, containers and appliances.

Collect the trainees in the kitchen and revise the kitchen lay out with the trainees, with special reference to the storage spaces and lay out. The same is done through discussion or questions and answers. the discussion can commence by the Trainer asking the trainees to volunteer and brief the class as to how the kitchens are organized at their homes.

After that task the trainees/ group of trainees to stack and organise different areas/ stacking places in the kitchen. Some commonly used are as under: -

Counter Top. Equipment, edibles (essentially ghee, oil, masalas and utensils meant for cooking on Counter top.

### **Shelves for Edibles**

Drawers for and different types of the utensils, such as plates, Potatoes and Onions (which last longer), Flour, rice and Sugar

Based on the situation and availability of training area, practical can be carried out for more than one aspect out of the above. Spare trainees can be tasked to observe as auditors and consequently learn.

# Summary | 煙



The Trainer shall first discuss the procedures and important points w.r.t. cleaning the kitchen and organising the same. The trainees shall first be taken to the Lab and the equipment shall be demonstrated.

Thereafter, the trainees are divided into the teams for practical activity, for cleaning the walls, roof, counter top and floor. At the end, trainer shall explain the important aspects of the organising the kitchen. Trainees shall practice the stacking, storing, and organising the different aspects of the kitchen. These are functional part, which is organising the counter top and vital items and tools laid on and around the same. The other part, essentially is storage in cabinets and drawers

# Exercise



- 1. Mark a tick ( $\sqrt{\ }$ ) in front of correct statement while (X) in front of wrong statement
  - (a) Do not forget to remove cobwebs from the corners of the walls, cabinets, under the kitchen sink and behind the door. (X)
  - (b) To remove the stubborn grease, you should spray kitchen cleaning spray. You should not use dishwashing gel to clean kitchen sink. (v)
  - (c) The gas stove should be cleaned after cleaning the countertop. (X)
  - (d) You can use acid on the gas stove to remove tough stains. (X)
  - (e) You can use a toothbrush to clean the corners and hard to reach places. (v)
  - (f) You should not forget to clean under the sink and near the drainage hose. (v)
  - (g) While arranging the cabinets you should keep the bigger items in the front while small items at the back. (X)
  - (h) You should start with Cabinets of glassware, crockery, and expensive metal utensils and the other cabinets on the walls of the kitchen. (V)
  - (i) A weekly cleaning chart is to be prepared for all the appliances and kitchen cabinets. (v)
  - (j) We should clean the gas stove before cleaning the counter top. (v)
  - (k) You should let the counter top dry after cleaning it thoroughly. (v)
  - (I) While organising the cabinets, the bigger containers must be kept in the front and the small containers at the back. (X)
  - (m) You should Scrub the kitchen sink using dish-wash gel to clean it. (X)
  - (n) You need not to wash the raw vegetables and fruits before keeping in the refrigerator. (v)

# Unit 4.2: Cleaning of Kitchen Cabinets

# -Unit Objective



After this session participant will learn to do:

• Explain the process of cleaning the kitchen cabinets.

### Resources



- Available objects such as a duster, pen, notebook etc.
- Flip chart
- Participant book
- Projector and screen, and presentations
- Kitchen setting.
- Cleaning equipment and consumables for the kitchen cabinet.
- Disinfectants for the insects and wooden parts.
- · Activities (role plays and games)

# **Facilitation Notes**



- Ensure safety measures during the practical.
- Brief the trainees as to the safety precautions they need to take, while working in the kitchen, essentially
  with the Gas pipes and electrical wiring/ connections.
- Clean the cabinet and drawer items and hardware as we clean the cabinets and drawers.
- Use used tooth brush with cleaning agent to clean the handles, and hinges.
- All moving parts should be lubricated.
- Lubrication should be carried after drying the concerned components.
- Periodic cleaning should be carried out/ scheduled, say weekly/ fortnightly.
- Use PPE (Gloves, head gear, nose and mouth mask and appropriate shoes).
- Debriefing at the end of the practical exercises/ role plays

# Do 🗸

Revise the previous unit about the cleaning of the walls, roof, floor and counter in the Kitchen.

It shall be appropriate for you to take the class in the very training kitchen/ Lab, where you should commence the class, first by showing/ demonstrating/ identifying the equipment required for first cleaning the cabinets and drawers, followed by the organising the same.

Recall the description of the kitchen by asking the trainees to brief the rest of the class.

Having revised the lay out of the kitchen, herein emphasise on the storage spaces, with particular reference to the cabinets. The cabinets above the counter top and one below the counter should be explained in the detail. Edibles would normally be kept in different containers in the cabinets. Sizes and materials the containers are made of and the reasons should be explained.

Explain to the trainees that some drawers and cabinets are customized to store/ place specific materials in the kitchens. Storage of the dry rations (lentils, grains, flour and rice). The construction and components of the cabinets and drawers should also be explained

After the explanation and briefing, proceed on to explain how to keep the same clean.

The trainer should explain the disadvantages of not cleaning these areas periodically. Adverse effects, such as pests, cockroaches and termite, thereafter the food poisoning. The method to limit/remove such problems should be explained systematically.

Commence the activities as planned. Some possible activities are as under: -

(a) A QA session for identifying the modernization/ changes that have occurred in kitchen designs over the

years.

(b) Divide the trainees to different roles for the practical cleaning and organising the kitchen. Left over

trainees can become umpires/ auditors and observe the points for their own benefit, as well as to bring

out the gaps identified.

(c) Small competition for organising Counter and Cleaning of one cabinet.

# Activity



Bring out the current Kitchen status, lay out and composition by asking/discussing the following: -

- The differences in the kitchen, as in their home, as there are in the sample kitchen.
- Ask, what other developments in kitchen space, they have learnt.
- Kitchen space and composition of Hotel Kitchens.
- Modular kitchens and designs and provisions thereof.
- How are these different from the kitchens in small/ medium urban flats, and ones in the village homes?
- Modern appliances in Kitchens, such a microwave, electric tandoor, cooking ranges of different specifications.
- Benefits and limitations of the modular kitchens

# Activity-2- Cleaning and Organising



- Nominate a team of three for taking out the containers/ utensils, crockery and cutlery etc., out of the
  cabinets and drawers, and stacking them appropriately. A leader should be nominated for supervising
  the team. See that the same are kept systematically and in appropriate available space outside the
  kitchen taking minimum time. These can be kept inside, as far as it does not disturb the working/
  cleaning operations.
- Nominate second team of two, who shall practice the cleanliness of the cabinets. They should assist
  each other in handing over the equipment, preparation of the washing/ cleaning solutions and
  washing and drying the cabinets.
- Nominate second team of two, who shall practice the cleanliness of the drawers. They should assist
  each other in handing over the equipment, preparation of the washing/ cleaning solutions and
  washing and drying the cabinets.
- The fourth team of three to be asked to clean/ dust the containers/ edibles/ utensils, ctockery and cutlery etc., which have been placed outside.
- Fifth team shall be asked to assemble the containers/ edibles/ utensils/ crockery/ cutlery etc, back into the cabinets and drawers

# Activity-3 - Competition



Four to five teams of two to be nominated for the organising competition of one Cabinet and a drawer for Crockery and Cutlery respectively.

The competition shall be graded by the following points: -

- Time taken.
- Team work.
- How well organized?
- Safety aspects.
- Cleanliness aspect.

Debriefing shall follow by declaring results and encouraging the leading team.

# Summary \ \\ \( \begin{align\*} \equiv \equiv



Initially, recalled the essential points of the previous lesson, which were cleaning the kitchen and organising the same. Thereafter, the Trainer shows. Demonstrates the equipment and consumables to be used for the class/ practical.

Description of the cabinets and drawers and its components is carried out. Trainer also brings out, the utilization of the different drawers and cabinets.

The trainees are explained the safety measures followed by the method of cleaning the cabinets, drawers and its moving and metallic components.

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

# Exercise



### State True (T) or False (F)

- (a) Check safety measures at the beginning of the commencement of the practical. (T)
- (b) There is no need of oil during the cleanliness/ maintenance of the cabinets and drawers. (F)
- (c) Modular kitchens do not require maintenance. (F)
- (d) Don't touch the appliances and chimney while cleaning the cabinets. (T)
- (e) While taking out the containers/ utensils, crockery and cutlery etc., out of the cabinets and drawers, stack them appropriately and clean/dust them. (T)
- (f) It does not matter, where and how the edibles are kept, while the cabinets are being dusted. (F)

# Unit 4.3: Cleaning of Kitchen Appliances

# -Unit Objective



After this session participant will learn to do:

• Understand how to clean various kitchen appliances

### Resources



- White board, markers, cleaner.
- Flip chart.
- Participant handbook, pen and notebook.
- Projector and screen and presentations.
- Cleaning agents, hand towels/ dusters, nylon brushes, vinegar, baking soda, salt, freshening sprays.
- Appliances concerned (Microwave, dishwasher, toaster, mixer, oven, coffeemaker and gas stove etc).
- Activities Papers (role play and exercise)

# Do



Revise the previous Unit about the cleaning of Cabinets and drawers, and how should they be organised The Trainer should use the ppt slides to show various appliances available in a kitchen. These are as under:

- Gas Stove
- Microwave oven.
- Toaster cum Oven.
- Dishwasher
- Mixer/ Blender
- Coffee Maker

Explain the constitution and function of all these appliances.

### Ask

- At the Lab ask the trainees to describe the appliances.
- Ask them as to how they are used and operated.
- Purpose and function of each of the appliances.

### **Demonstrate**

After the classroom session, the trainees are taken to the Lab and shown the appliances. At this place, discuss and explain the functions and purpose, followed by the operation.

# Elaborate



Hereafter, the trainer should elaborate the method of cleaning the appliances as demonstrated earlier. Briefly the same can be explained as follows: -

### (a) Gas Stove

Turn off the regulator of the gas cylinder, and remove its grates, burners and knobs. Use cleaning spray can if available. Remove the same after 15-20 minutes. Alternatively prepare a soap water with utensil cleaning gel and warm water. Dip the sponge in the same and remove the dirt.

Place the grates, burner covers and knobs in the kitchen sink so that these items may be cleaned with dishwashing liquid and scrub. Thereafter wash these under the running water and keep for drying. Use a mix of iron. Nylon brush and cotton duster to remove the food particles.

Burners can be taken out while one uses the sponge for cleaning the surface and the bottom side of the stove. Burners can be brushed, and thereafter kept in boiling water for 5-10 minutes for clearing the carbon and greasy material stuck to it. Leave the stove air dry. Place all the knobs, grates and burner cover back in their place.

Burners can either be cleaned with specialized tools followed with giving them a boiling water treatment. Alternately, you should leave the same to experts

### (b) Microwave oven.

Unplug before cleaning them. Take out the glass plate from the microwave and wash it by hand or in the dishwasher carefully. Scrub the wheels with a toothbrush. Can also use an all- purpose cleaner or a solution of baking soda and water to clean the interiors of the microwave. If not cleaned for long period, use solution of a cup of water and ¼ cup of vinegar. Place this solution in the microwave and boil it for 2-3 minutes. Leave this bowl in the microwave for 15 minutes with the door closed. Built-up dirt can be easily removed.

### (c) Toaster cum Oven.

Unplug the toaster and clean the crumbs from the tray. Remove the trays and wash them manually with soap water and scrub with the tooth brush. Wash and wipe the inside and outside the oven with soap water solution and sponge. Thereafter wipe with the wet towel to clear the soapy layer and leave it to dry in atmosphere. Remove the burnt and sticky food with a sponge or a brush. Open and clean the knobs, thereafter screw them back on tight.

### (d) Dishwasher

Unplug the dishwasher from the power socket. The dishwasher can be cleaned by a solution of warm water and dishwashing gel. Take out all the racks and wipe the interiors with the soap solution. Racks should be rubbed clean with tooth brush. Watch for hidden places and moving parts such as wheels for muck and bacteria and use lemon juice and run the dish washer through with boiling water, with a cup of vinegar inside to rid it of bacteria and foul smell.

Also try sprinkling some baking soda around the base of the tub and again run it through a complete cycle utilizing the hottest water.

### (e) Mixer/ Blender

Unplug the mixer and remove the blades from the jars, and any other removable parts. Soak these removable blades and other items in a tub filled with a solution of dishwashing gel or any other soap solution in warm water. The blending jars and other items can be hand washed. Also use a long nylon bristled brush to avoid any injuries. Rinse the jars thoroughly under the tap and place them in the utensils rack to dry. Jars can be wiped with sponge and rinsed clean and dried, as the blades and lids should be scrubbed with a nylon brush so that all the sticky food may be removed. Place the blades in the jars and screw them up.

### (f) Coffee Maker

To clean your coffee maker, you should pour white vinegar into the coffee pot and fill it till the half-full mark. Now add water into the vinegar and fill the coffee pot. Pour this mixture into the water reservoir and switch on the coffee maker. Run the mixture through and leave it cool for about 10 minutes. After this, you should run the coffee maker two more times with fresh, clean water, and ensure that the machine is kept cool for 10 minutes between brews.

# Tip



- Avoid using abrasives on your stove top because they can scratch or damage the surface.
- You should wipe the gas hose regularly after cooking as food particles will invite insects.
- You can wash your gas burners as well with hot water, but you must read the gas stove manual or consult engineers for cleaning the burners and gas pipes.
- Salt, coke and tooth paste can remove spills and difficult stains, greasy surfaces and even rusty surfaces.
- Vinegar and baking soda are useful in cleaning the appliances parts.

# **Activity - Cleaning Appliances**



### Lay out of the Training Kitchen.

Training kitchen, where the practice is to be carried out should have dirty appliances placed on the counter. They should be functional and connected.

Class reports to the training kitchen for practice activity.

### **Activity**

Divide the teams for cleaning each of the appliances. Also, detail umpiring/ audit team for observation and corrective actions. All others can observe.

As the other teams get ready for the practical, they should be able to do a better job of the washing and cleaning the appliances.

Following needs to be emphasised at the end of the practical session: -

- Safety unplugging and switching off electrical connections.
- Closing the gas taps.
- Dismantle the appliances where required.
- Assembling the appliances, back to the functional condition.
- Using the appropriate materials/ solutions and process.

# Summary | / 5



Initially, recalled the essential points of the previous lesson, which were cleaning and organising Cabinets and drawers in the Kitchen. Thereafter, the Trainer demonstrates the equipment and consumables to be used for the class/ practical.

Description of the different appliances in the kitchens are described and discussed. Safety precautions and detailed process of the appliances is explained in detail. The appliances covered are Micro Oven, Oven cum toaster. Toaster, Mixer cum Blender, Dishwasher, Gas Stove and Coffee maker. Tips for cleaning were also narrated.

This was followed by the practical session in which the trainees were divided into the small teams and tasked to clean each of the appliances separately. Particular care was taken for safety and proper process with a view to economy and safety

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

# Exercise



### State True (T) or False (F)

- (a) Unplug the electrical appliances prior to commencement of the cleaning. (T)
- (b) Micro Oven can be cleaned and washed without dismantling. (F)
- (c) Mixers are used for mixing soap solutions with baking soda (F)
- (d) Do not use vinegar for cleaning the appliances, particularly the dishwasher. (F)
- (e) Bread crumbs and burnt pieces of the brad can be cleaned with tooth brush. (T)
- (f) All the appliances should be cleaned on daily basis, and the deep cleaning should be carried out periodically. (T)
- (g) Following proper process for cleaning, ensure economy and safety. (T)

# Unit 4.4: Cleaning and Organizing the Refrigerator

# -Unit Objective



After this session participant will learn to do:

- Understand how to organise and clean the refrigerator
- Explain how to keep the kitchen safe

### Resources



- White board, markers, cleaner.
- Flip chart.
- Participant handbook, pen and notebook.
- Projector and screen and presentations.
- Cleaning agents, hand towels/ dusters, nylon brushes, vinegar, baking soda, salt, freshening sprays.
- Refrigerator and safety equipment (Fire extinguisher and First Aid Box)
- Activities Papers (role play and exercise

# Do



It shall be appropriate for you to take the class in the very training kitchen/ Lab, where you should commence the class, first by showing/ demonstrating/ identifying the equipment required for first emptying the fridge, thereafter cleaning and reorganizing the same.

Recall the important elements of the previous session that is cleaning the appliances.

Having revised the previous session, describe the refrigerator, its purpose, various layers/ compartments and parts and their characteristics, and what food items can be stored there.

Ask

- At the Lab ask the trainees to describe the purpose of fridge.
- Ask trainees, about the different compartments, and what are they to be used for.

After the explanation and briefing, proceed on to demonstrate and explain how to keep the same clean.

Divide the trainees to different roles for the practical cleaning and organising the fridge. Left over trainees can become umpires/ auditors and observe the points for their own benefit, as well as to bring out the gaps identified.

# Elaborate



### **Process to Clean the Refrigerator**

Prior to emptying the fridge, make sure there is availability of suitable space. Dining tables and kitchen counters are the best. Take out all the edibles and throw the items which you will never use.

Take out all the removable shelves, drawers e.g. fruit and vegetable basket, from the refrigerator, and wash them before start cleaning the refrigerator. Use warm water where required. Nevertheless, bring the china and glassware to normal room temperature, before washing them with warm water.

A homemade cleanser can also be used on the shelves and drawers by mixing a small amount of ammonia with hot water to clean the stains. Avoid using the sprays available in market, since they contain chemicals. Two spoons of baking powder and 1 litre of hot water mix shall be an effective use in cleaning the shelves and compartments of the

Clean the inner and outer walls of refrigerator thoroughly with any of the cleanser and a damp towel. To remove the tough stains, you can use white toothpaste. Apply the cleanser with a damp towel to clean the gasket it upside down/ inside out thoroughly, as this is place, where insects tend to hide and multiply. Clean the bottom side of the door, and fridge. Dry the shelves/ grills/ compartments/ ice trays/ vegie baskets prior to inserting the same back in the fridge. Water bottles should also be cleaned.

Dry the ice trays and fill them with water, then place them and other items back into the freezer. If the refrigerator has a drip pan, empty and wash it. Set the temperature as per the season and food items in it.

### **Organizing the Refrigerator**

Explain the trainees that if you understand the fridge and its constitution well, you shall be able to preserve the food more effectively. Normally fridge is laid out as under: -

- Freezer For ice creams and frozen food, including uncooked non-veg.
- Top shelf: Eggs, creamer, milk and cream should be kept in the coldest area of the refrigerator. If taken out from the original container, they are kept in the space nominated on the top shelf of the fridge door. Explain the reason for the same.
- Middle Shelf: Keep all the items like cakes, yogurt, cheese, etc.
- Lower Shelf: It is to be used to keep leftover food, hard vegetables, etc.
- Drawers: There are commonly two removable drawers at the bottom of the refrigerator, out of which upper one is to be used for keeping fruit or meat while the other one for keeping vegetables.
- Refrigerator door: Eggs, butter and chocolate can be kept at the top of the door as well, juices and other bottles should be kept in the lower section.

### **Kitchen Safety**

### **Threats to Safety**

Make the trainees aware of the safety threats in the kitchen. The gas pipe, and electrical circuits can cause the outbreak of fire. Besides, the users should know about the safety precautions to be taken by the user, prior to operating any of the appliances in the kitchen.

### **Safety Measures:**

- Garbage bins are suitable for the insects to hide and bacteria to develop. As such, it should be cleaned on daily basis, and its lid closed/ covered.
- Periodically wipe doorknobs, handles, catches, and controls, and light switches in and around your kitchen.

- Sweep and mop the kitchen floor frequently to keep it free from any spills, whether garbage or oil. Floor should be kept dry at all times. It will prevent the chance of germs to grow, as well as avoid slipping
- Keeping the gas and electrical switches off is most effective safety measure.
- Also make sure that the fire extinguisher and first aid box is updated and complete at all times.



- Avoid using abrasives on your stovetop because they can scratch or damage the surface.
- Remove the garbage regularly.
- Keep the floors dry.
- Glass ware and china utensils should be allowed to come to room temperature before washing with hot
- Salt, coke and tooth paste can remove spills and difficult stains, greasy surfaces and even rusty surfaces.
- Vinegar and baking soda are useful in cleaning the appliances parts.
- Keep safety equipment handy.

# Activity- Cleaning Refrigerator



Ensure availability of the Refrigerator and Security Equipment in the Training Lab

### **Activity**

Divide the teams for emptying, cleaning and organising the Fridge. Also, detail umpiring/ audit team for observation and corrective actions. All others can observe.

As the other teams get ready for the practical, they should be able to do a better job of the washing and cleaning and organising the refrigerator.

Following needs to be emphasised at the end of the practical session: -

- Carefully emptying the fridge and placing the food items properly.
- Taking out the various shelves and compartments and washing them as explained.
- Safety and cleanliness precautions.
- Cleaning the gaskets and lower portions.
- Cleaning inside as well as outside the fridge.

# Summary



Initially, recalled the essential points of the previous lesson, which were cleaning appliances in the Kitchen. Thereafter, the Trainer demonstrates the equipment and consumables to be used for the class/practical.

Description of the fridge, shelves, compartments, purpose and method of cleaning.

Facilitator describes the threat to the safety of the kitchen and how the same can be addressed.

Tips for cleaning were also narrated.

This was followed by the practical session in which the trainees were divided into the small teams and tasked to clean each of the appliances separately. Particular care was taken for safety and proper process with a view to economy and safety

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

# Exercise



#### State True (T) or False (F)

- (a) Switch off the fridge and remove the power cable from the power plug. (T)
- (b) Fridge can be cleaned with the food items inside the fridge, so far as they are sealed. (F)
- (c) Take out the shelves/ compartments and wash and clean them as taught. (T)
- (d) Use vinegar and baking soda, to effect cleanliness of deep stains and muck. (T)
- (e) Floor can be dried once a day at the end of the day. (F)
- (f) Following proper process for cleaning, ensure economy and safety. (T)

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# 5. Garbage Disposal and Clean Environment

Unit 5.1 - Garbage Disposal

Unit 5.2 - Keeping the House Bugs Free





# Key Learning Outcomes

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

- Identify different types of waste material in a house
- Categorize waste in multiple heads like Dry, Wet, Hazardous
- Understand the procedure of safely disposing each type of waste
- Understand the importance of keeping the house bugs free
- Understand different techniques available to keep the house bugs free
- Understand the importance to keep the environment clean

# Unit 5.1: Garbage Disposal

# -Unit Objective



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

- Identify different types of waste material in a house
- Categorize waste in multiple heads like Dry, Wet, Hazardous
- Understand the procedure of safely disposing each type of waste

# Resources



- White board, markers, cleaner.
- Flip chart.
- Participant handbook, pen and notebook
- Projector and screen and presentations.
- Different waste bins, one each for Wet (Kitchen), Dry (Living, study and Bed rooms), Sanitary (Toilets) and Hazardous (Batteries, paint etc.).
- Activities Papers (role play and exercise).

# Do



Revise the previous unit, cleaning and organising the fridge, and Kitchen safety.

The Trainer should use the ppt slides to show various different types of wastes and method to store them/ dispose them off. These are: -

- Wet. For Kitchens, waste food and paper etc. Green.
- **Dry**. For bedrooms/ living rooms, waste such as plastic bags/ wrappers, shredded/ torn paper, rubber, metal and leather- **Blue**.
- Sanitary. Sanitary napkins, throw away cloth, human and animal hair, diapers, syringes, and ear buds etc.-Yellow
- Hazardous. Battery, electricals, electronic/ computer waste, paint etc. Red
  - ✓ At the Lab ask the trainees to identify the bins with the type of waste.
  - ✓ Ask as to where in a household each type of waste can be generated.
  - ✓ After the discussion/ classroom session, take the trainees to the Lab and show and discuss the generation of the waste and how the same need t be collected/ disposed

#### Elaborate |



Trainer must bring out the different types of wastes in the domestic areas. Being different from the other there are separate process to dispose and recycle them.

- (a) Wet Waste- Wet waste is the organic waste which majorly comes from the kitchen like cooked & uncooked food, fruits and vegetables peels and pieces, flowers, egg shell, match sticks, shredded newspaper, used tissue paper etc.
- **(b) Dry Waste-** Dry waste is the waste which comes from other parts of the house and non-organic. This waste comprises of plastic, rubber, metal, leather etc.
- (c) Sanitary Waste The waste which comes from the bathroom/ toilet of a house is referred as Sanitary waste. E.g. Sanitary napkins, diapers, syringes, ear buds, hair etc.
- **(d) Hazardous Waste** The waste which can be harmful for the human being if comes in direct touch is referred as hazardous waste. E.g. Fire extinguishers, paint, Deodorant, insect killer etc

**Wet Waste** - To be collected in a dustbin, after laying newspaper in it, avoid plastic bags. Wet wastes are generally wastes in the kitchen, such as peels, left-over food etc. It can be converted to compost, which can be used as fertilizer/ soil conditioner for gardens and flower pots. Can also be collected by garbage vehicles for dumping in dumping area. Colour Code-Green.

Dry Waste- Should have a plastic garbage bag to cover the inner lining of the dust bin. Throw, the trash into the dustbin and transfer the garbage to the garbage dumping area. Packages/ sachets of dairy or food items, plastic/ paper cups of curds, tetra packs of juices should be emptied, and possibly cleaned when collecting in the garbage bin. Can be disposed of on alternate days, as the garbage is dry. Colour Code-Blue. Sanitary Waste - The sanitary waste should be thrown in a trash bag lining the bins, normally kept in toilets. Should not be mixed with the dry waste. Sanitary pads or diapers need to be wrapped in paper before throwing in the bin. The poop of the diapers should be washed in the toilet before throwing. This garbage bin needs to be cleared daily as it may host a lot of germs and also be the reason of unhygienic odour. Tie the garbage bag of sanitary waste tightly before handing over to the trash collector. Colour Code: Yellow.

**Hazardous Waste** - This should be disposed of very carefully as it could be inflammable, reactive, corrosive or toxic. E.g. a broken glass could be dangerous so it needs to be packed properly in a separate bin bag and then handed over to the garbage collector. Likewise, the bottles of pesticides and other sprays should be separately given to him. In some of the cities, special counters are available to hand over the hazardous waste or a particular vehicle comes to collect the hazardous waste. Colour Code Red.

#### **Explain Process of disposal**

Trainers will inform the impact of the waste and explain that it is a social responsibility to reduce and dispose the same. Thereafter explain the disposal using the slides. Briefly the following points need to be brought out and explained in detail where required. Briefly these are: -

Explain as to How to Manage the Waste

Explain the concept of Three Rs - Reduce, Reuse and Recycle.

#### Reduce

Some methods are as follows

- In case the item will not be used frequently, borrow it from friends/ neighbours.
- You should buy the items that come with less packaging.
- Walk, cycle, or use public transport of feasible. Reduces pollution

#### Reuse.

If feasible, reuse an article, rather than buy them. Further the manufacturing is done with the raw material, which can be reused. It is economical and save environment.

Identify your recyclable items for reuse.

Explain about the procedures, where recyclables are dropped in a marked receptacle outside the homes Municipal vehicles are scheduled to gather them routinely. Some places have reuse and recycle points, where we can drop reusable articles and those who need them can collect the same for their use.

#### Recycle

Recycle is the process which is used to convert waste materials into reusable items so that there would be no wastage of resources, energy and less pollution. Some of these are like soda and beer cans, aluminum foil, soup cans, pet bottles, coffee cans etc., Newspapers, magazines and other papers, Cardboards & tetra packs like cartons of juice, milk, etc. Batteries can also be recycled. Electronic appliances, such as mobile phones, television, computer, keyboards and peripherals, etc. are also recycled.

At some places, Malls may have an arrangement for collection, alternatively a place, where consumers can bring their recyclables and drop them.

# Tips



- Explain the different types of waste.
- Explain how they are to be collected in different garbage bins, clearly marked.
- Sanitary waste should be washed of the poop.
- Sanitary waste should be covered in paper.
- Dangerous waste should be wrapped carefully, such as broken glass, paint and batteries.
- Look for waste dropping system in the towns, which are planned for reuse and recycling.

# Activity- Understanding Types of Garbage and their Disposal



Take the trainees around the training house and discuss with them the areas which generate the waste, and its type.

During the discussion bring out, as to how the wastes of different types should be treated/ disposed off. Bring out that a receptacle for the reuse should be kept outside the house, and how it should be marked.

Practical- Practical to be organized as under

Keep four waste bins of different colours as explained during the class, either in the Lab, or in open areas. He details auditors and a marker having the list of Trainees, with columns for marking the numbers obtained by the trainee.

Trainer has a list of different types of garbage. He names these in random order and nominates a trainee to go stand next to the bin concerned. Marker will mark the number as per marking policy (say 1 for correct answer, and 0 for wrong)

Similar exercise can be carried out by asking the trainees to name the type of garbage and colour of the Bin.

#### **Debriefing**

At the end of the activity/ exercise, the Trainer should ask the class for any gaps they observed, and how the same could be plugged. Thereafter, Trainer should declare the marks awarded.

# Summary



Initially, recalled the essential points of the previous lesson, cleaning and organising fridge and security of Kitchen.

Thereafter, the Trainer demonstrates the different types of garbage bins and their colour code. Use the slides to show the different types of garbage in the household, and how the same should be collected and thereafter disposed of. Wet, dry, sanitary and hazardous were discussed in detail.

Trainer also discussed the way to manage the different types of garbage. Particular emphasis was given to reduction, reuse and recycling.

While conducting the exercise, it was observed that the trainees had generally understood the different types of the garbage, and the benefits of reducing, recycling and reusing the same

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

## Exercise



#### State True (T) or False (F)

- (a) Wet garbage should be coloured yellow. (F)
- (b) Hazardous waste should be kept in the red bin. (T)
- (c) Sanitary waste should be washed of the poop before collecting in waste bin. (T)
- (d) Dry waste can be disposed of on alternate days. (T)
- (e) Recycle is the process which is used to convert waste materials into reusable items. (T)
- (f) Batteries can also be recycled.

Electronic appliances cannot be recycled. (F)

(h) Sanitary waste should be covered by paper before throwing in bin. (T)

# Unit 5.2: Keeping the house bug Free

# -Unit Objective



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

- Understand the importance of keeping the house bugs free
- Learn different techniques available to keep the house bugs free

#### Resources



- White board, markers, cleaner.
- Flip chart,
- Participant handbook, pen and notebook
- Projector and screen and presentations.
- Mint tea bags, cucumber, knife, soap solution in spray bottle, insecticides, cotton cloth and some eucalyptus oil.
- Activities Papers (role play and exercise).

# Do



Revise the previous unit, about the household garbage and its disposal.

Use the ppt slides to show various different types of bugs that effect the hygiene and health adversely in the households, followed by various methods/ techniques to get rid of them.

Inform the trainees as to how the bugs ad insects enter the different areas/ rooms of the households, as such, how can they be blocked.

Some of the insects that make themselves a house in our houses are cockroaches, ants, rats, mosquitoes, flees, rats, mites, bed bugs, fleas and flies.

Discuss various techniques of keeping the houses, bugs free.

#### Ask

- Ask trainees to come out with their experience of the bugs and insects in their homes.
- What actions and methods they adopt to keep their households free of the bugs, rats and insects

#### Elaborate



#### **How to Stop Bugs Entry in the House**

There may be various types of bugs, such as insects, mites, flies, fleas, even rodents, cockroaches, nevertheless. There are some standard measures, when taken, can prevent or reduce their entry to a home. These are as follows: -

- Keep the doors closed whenever not in use.
- Gap between the door and the floor, should be covered with a sealer.
- Whenever there are two or more doors, say wooden, glass and wire mesh. Wire mesh should be kept close at all times to avoid flies and mosquitos to enter the house.
- Always keep the yards of the house clean and get the pesticides spray done regularly.
- Cracks in walls and doors are the favourite spots of ants and other bugs, these should be repaired/ sealed.
- Pests and insects also tend to crawl in through the areas, where pipes are installed, such as plumbing, cable, electrical etc. Get these sealed/repaired on PRIORITY.
- Holes in the exterior walls can become a shelter for rodents/ rats and other bugs. These needs to be repaired.
- Soiled utensils, leftover food, rotten fruits and vegetables are host to the bugs. The bugs then travel to the parts of the kitchen. As such, leftover food and rotten fruits etc. must be disposed of daily.
- Dispose of the waste according to its type.
- The garbage bins should have lids on it, which must be placed on the top all the time.
- House with a basement must keep the basement clean to prevent the bugs from making home.

#### Remedies to Keep the House Bugs Free

To keep the house bugs free is big task, and the following home remedies will help you in doing so-

#### **Ants**

- Place/ keep small slices of cucumber on the likely entry point of ants in the house. Ant avoid cucumber.
- Spray soap water on ants to kill them.
- Spray/ spread crushed mint leaves or mint tea bags along the ant routes to stop them.

#### **Cockroaches**

- Use cockroach killing sprays, such as Baygone spray and Hit (Indian products) and chalk.
- Spray Soap/ detergent solution over the roaches, or in their holes. This is very effective in kill them
- Sliced cucumber can be used at every entry to prevent entry of cockroaches in the kitchen or elsewhere in the house.
- Boric powder is also effective in killing cockroaches, for them it is poisonous.

#### Mosquitoes

- It is common knowledge that the mosquitoes breed in the stagnant water and filthy areas. The best way to keep mosquitoes away is not to let them breed.
- Carry out regular inspection and clearing up the stagnant water/ troughs/ coolers/ gamlas etc
- Use mosquito killer sprays, repellent, etc. to kill mosquitoes.
- Keep the mosquito repellants/ sprays, at safe distance from the children.
- As a home remedy, you can plant marigold in the house as its fragrance repels the mosquitos.

#### **House Flies:**

- Maintain cleanliness inside and outside of the house to avoid houseflies.
- Place some crushed mint leaves around the house. It repels the flies.
- We can also sprinkle few drops of eucalyptus oil on a cotton cloth and place it appropriately It will keep the flies away from its location.
- Keep your drains clean to prevent house flies.

#### Rats and disease

Rats and mice, like other animals which live in rubbish tips, drains, sewers and other unhygienic places, pick up disease-causing germs from their environment. They then become carriers of these germs and can spread dangerous diseases by entering our houses. Rats and mice may pass disease-causing germs to humans in several ways, such as: -

- Carrying disease-causing germs from sewers, drains and rubbish tips to food, kitchen counters, storage areas and utensils
- Depositing infected urine or faeces on food utensils
- Depositing infected urine or faeces in places where people can come in contact with it
- Biting people
- Passing the germs to household pets, which then pass them on to humans.

#### **Protection from Rats**

All of the good hygiene practices listed for other pests will also help to keep rodent numbers low. It is also possible to design a building that makes it difficult for rats or mice to enter, although as long as people have access to buildings, these rodents will often also find a way to gain entry. Fly wire doors and window screens also help to keep rodents out of houses.

Other methods of controlling rats and mice are to use traps and poison baits. Ensure that baits are placed well out of the reach of children and pets, such as cats and dogs.

#### **Bed bugs**

Bed bugs are small insects about 4-6mm in length. They have a blood meal they turn dark brown from cream/ red. There is no evidence to date that these insects transmit disease. These insect, come into house by any means with the luggage, furniture, people and run off and hide and wait for a person to bite, often during sleep.

#### **Eradicate Bed Bugs**

Bed bugs promptly infest bedrooms and are difficult and very expensive to treat/eradicate. Often people have to throw away their mattresses and start again, nevertheless, that will not eradicate bed bugs, as rooms have to be treated with insecticides/ steam or a combination of both.

## Tips



- Explain the different types of bugs, insects and pests that can infest the house.
- Discuss the places they effect in the houses.
- Explain the areas/ gaps and methods which facilitate them to enter the house.
- Discuss the measures to control/eradicate bugs/rats/Insects.
- Discuss the precautionary measures for kids and pets

# Activity- Pests/ Insects/ Bugs



Take the trainees around the outer areas and ask trainees as to the gaps from which the pests/ insects/ bugs/ rats approach the house.

Go around inside the training house/ set up to emphasize on the areas/ parts of the house and types of insects/ pests/ bugs infesting therein.

During the discussion discuss the reasons why they grow and how they affect the areas adversely.

Discuss and bring out how to stop the bugs from entering/growing and how to kill/eradicate them.

The trainees need to be told that the process/ methods of restricting/ controlling and killing/ stopping the growth is a continuous process.

There is a need for regular and periodic inspections and corrective measures

#### **Activity- Practical**

Equipment: Hit/ pest spray, soap solution, eucalyptus oil, cucumber and boric powder.

The Trainer takes the trainees to different areas, where the pests/ insects/ bugs are infested and ask the nominated trainees to identify the equipment used to kill/ eradicate them and practically carry out the activity.

Task the nominated trainee to survey the entire house and identify the areas and causes through which the bugs/ rats/ pests/ insects come in the house.

#### **Debriefing**

At the end of the class carry out the debriefing by revising the various aspects of the why and how the pests/ bugs/ insects approach and infest, how they are harmful, and what measures are taken to reduce their/ eradicate their effect and existence in the houses.

# Summary



Initially, recalled the essential points of the previous lesson, garbage and its disposal.

Thereafter, the Trainer explains the different types of bugs/ pests/ rats/ insects infest in the houses and what harm they bring to the house and their inmates.

This is followed by understanding how and why the pests. Insects. Bugs come in and where all in the house they get lodged. This was followed by the discussion and elaboration of different measures that can be taken to control the entry and control their growth and adverse effect.

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

# Exercise



#### State True (T) or False (F)

- (a) Bed bugs come along with luggage and furniture. (T)
- (b) Cockroaches are not harmful in the kitchen. (F)
- (c) Mosquitos are best controlled by not allowing them breeding ground. (T)
- (d) Periodic and regular cleanliness facilitates controlling and eradicating bugs/insects/pests. (T)
- (e) On arrival of the luggage/ furniture, the bed bugs run away quickly and find their spaces in the mattresses. (T)
- (f) Steam is used to kill the bed bugs. (T)
- (g) Use of rat poison and repellants are non-poisonous. (F)







# 6. Maintain Health, Safety and Positive Relationship at the Workplace

Unit 6.1- Basic healthcare and emergency procedures

Unit 6.2 - Ethical behaviour and time management





# Key Learning Outcomes 💆

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

- Understand the basic health issues and their treatment
- Learn common household emergencies and the way to deal with them
- Use emergency helpline numbers
- Describe ethical behavior and its importance
- Explain time management and its importance

# Unit 6.1: Basic Healthcare and Emergency Procedures

# -Unit Objective



#### After this session participant will learn to do:

- Understand the common health issues and their treatment
- Explain basic emergencies at home and the way to deal with them

#### Resources



- Available objects such as a duster/ cleaner, pen, note book etc.
- •Flip chart
- Participant book
- Projector and screen and presentation
- Activities (role plays and games)

# Do



Revise the previous unit, about the house bugs/ insects/ pests. Discuss the approaches and methods through which they come and how they can be controlled/ eradicated/ killed/ removed.

Use the ppt slides to show various different types of common ailments/ health issues, their symptoms and how to treat the same. Also, it is to be explained, as to at what stage the doctor needs to be approached.

Some of the issues are common cold, flu, cough, diarrhea, vomiting, scratches/ cuts, burns and scalds, fractures, shock, electric shocks etc. Explain, the symptoms, and treatment.

Thereafter discuss the kind of emergencies in the houses, such as outbreak of fire, leakage of gas, water and other such emergencies. Action to be initiated during / outbreak of such emergencies shall also be explained.

As far as possible, the method of class room study should be based on interaction between trainer and trainees. Q & A sessions need to be planned and implemented. As such be prepared with serialized questions to logically bring out the outcomes of the session/ unit.

#### Ask



- Ask trainees to come out with their experience of health issues at their houses, and how the same were addressed. This shall bring out lot of home/ local remedies.
- What kind of emergencies, the trainees can visualize in the households.
- What action they can visualize should be taken for each of the different types of emergencies being discussed/ visualized.
- What action they can visualize should be taken for each of the different types of emergencies being discussed/visualized.

#### Elaborate



**Common Health Issues and Their Treatment.** This can well be explained with the help of the slides with pics of human anatomy/ parts of the body concerned. Let's discuss the common health problems and learn how to address them -

Common Cold. It is a viral infection of the nose and throat. As the name suggests it is common, takes a week to get over. Some symptoms are sore throat, cough, blocked or a running nose, sneezing and at times fever, headache and muscle pain. To address it do the following: -

- Take rest and drink plenty of fluids like juice etc. and eat healthy food.
- Paracetamol, antibiotic or that helps in lessening the fever or discomfort.
- Frequent gargling with saline and warm water.
- If the problem persistent, you should inhale steam mixed with vaporizing rub. It will clear the blocked nose.
- Avoid pain killers for women carrying and children.
- When in doubt refer to doctor/ pharmacist.
- Common cold is infectious, as such, when should wash hands after coughing/ sneezing. Try and use tissues and throw them away. Hankies and towels, should be kept separate and be washed prior to use by others.

#### Influenza or Flu

Influenza or Flu is viral illness that spreads through a cough and sneezes. Caused different set of viruses and can be dangerous. It inflicts itself more often in winters. Symptoms are high temperature (1000 F or above), weakness, body ache and headache, Dry cough, Blocked/ running nose, sneezing and sore throat. To address this, do the following: -

- Take rest and drink plenty of water to avoid dehydration.
- Gargling frequently with warm salt water.
- Other solutions are same as common cold above except that there is need to consult doctor for medication.
- Further, caution needs to be exercised for personnel older than 65, suffering from cardiac, chest, lever complications, pregnant women and children.

#### **Small Wound/ Cuts or Scratches**

3. Clean the wound with warm water mixed with Dettol/ Savlon and cotton, stop the bleeding by applying pressure with absorbent cloth for some time, (few seconds to a minute). Lay/ raise the body part with wound to stop the bleeding and apply local ointment and cover the wound with sterile dressing and preferably waterproof cover. Press the dressing with light pressure for some time, to enable faster healing. Avoid using antiseptic.

In case of dog bite, puss, would due metals, any other infection expected due glass piece or stone in wound, refer to the doctor with details. Weakness, fever, swelling or redness indicates the possibility of infection.

#### Diarrhoea

Passing loose motions/ frequent stools than normal are the symptoms of diarrhea, happens more often with children. It causes dehydration, as such requires frequent drinking of water and Oral Rehydration Solutions (ORS). It gets over in a day or two, but sometimes lasts for a week. It takes place due to unhygienic conditions/ food and water, or when traveling. Following can be done to address/ control/ avoid this ailment: -

• Maintain cleanliness and take bland/ soft diet till the patient recovers.

- Plenty of liquids/juice/ ORS
- Avoid fried/ spicy food and aerated drinks.
- Consult doctor, if patient notices blood in the stool, persistent vomiting and stomach ache and weight loss.
- The Trainer should also explain to the class, as to how to avoid diarrhea. Fundamentally, it is the hygienic food and water, precautions during travel, not sharing the towel, cutlery and utensils with others and ensuring clean and disinfected toilets.

#### Nausea and vomiting

If the Nausea and vomiting in adults last for a day or two, it is not a serious issue. Vomiting is the process a body uses to clean the stomach from the harmful substances. Consult the doctor in case severe and continuous, and the vomit becomes green

#### **Burns or scald**

A burn/ scald can happen on any part of the body to be exposed to fire/ flames, very hot metal/ boiling liquid (water/ oil).

**Degrees of burns.** Skin has three layers. When outer layer of the skin is burnt, it shows redness and swelling. Moderate burns (partial thickness) will show blisters, and severe burns will go deeper to the inner layers of the skin and is to be taken to hospital forthwith in a blanket. Do not touch/rub/apply oil etc. To address it: -

- Keep the burnt/ scalded part under running water for 10-15 minutes. Use milk or soda in case water is not available
- Do not use any other greasy material like edible oil/ cram/ butter.
- Gently remove the clothing and jewelry on/ near the burnt area. Do not be rash to remove if the cloth is stuck to the burnt portion.
- In case of 3rd degree and above, move to hospital promptly.

#### Electric shock (at home)

When you see a person getting a shock, don't go near him/ her till you switch off the mains. Switch off the electric current at the mains. You can now reach the person and take action to give first aid. When not able to switch off the mains, approach with support of materials which are bad conductors of electricity, such as wood, say approaching on wooden platform, and using the wooden stick to disconnect the live circuit. Once the power supply is turned off, you should check whether the person can breathe or not. If not, immediately take him/ her to the doctor

#### **Fractures**

The degree of pain and swelling in the area will indicate whether the person has fracture. He/ she should immediately be applied the splint to immobilize the part of the body concerned and evacuated o hospital for further treatment. It goes without saying any movement to the effected part can cause serious injury.

#### **Emergency**

There are some other situations when we need urgent medical help. Some of these are, Shock, cardiac arrest, severe and stomach pain, chest pain, Blood clots in the vomit, High fever, drowning, high fever/ severe headache. Call ambulance and evacuate to hospitals. Till then provide first aid as taught.

#### **Basic Emergencies at the House**

There are number of emergencies which may happen at the house but following are the most basic ones and how would you deal with them, if there is no one at home.

**Power Failure.** In all probability, there will be an inverter, which will switch on the emergency requirement of the power requirement. Switch on the torch if required, check whether the failure is general or specific to your house. In case general, electricity department would already be at work. In case the same is not, check the MCB and there was a cut off, switch it on and u shall have the lights back. Ask the, to call the electrician. You can call the customer care of electricity supplying company and check when the power will be restored. Switch off all the appliances. Wait for, either the power to be restored, or electrician to come and help the restoration of the supply.

Clogging of Toilet or Kitchen drain - Use a suction plunger and drainage cleaning solution (available in the market in sachets) to open the block for the toilet block to be unclogged, appropriate service provider may have to be called. Small blocks can be removed by throwing under pressure the hot water bucket mixed with soap solution.

Fire - Outbreak of Fire is most dangerous emergencies at home. Causes and precautions are as under: -

- Cooking on gas top Ensure there are no inflammables near the Gas top, particularly when it is being used. Never leave the gas alone. After switching off, disconnected the valve from the line/cylinder.
- Heating of home in winters Heaters are another most common reason for a home fire in winters. To avoid
  this always keep the heaters away from furniture and curtains/ bed sheets etc. You must switch off the
  heater before going to sleep.
- Smoking- If there is any smoker in the house, ask that person to smoke outside as smoking is not only injurious to health but also a very common reason for the home fire.
- Short Circuits- Faulty electrical wiring, and overloads could be the reason for short circuits. Regular inspection and repair should be routine. Ensure lights are switched off when not required.
- Candles Burning open flame candle could be very dangerous, so either try not to use them or blow off the candles before leaving the room.

#### How to deal with fire -

If the house has got fire, you need to take following steps-

- If the fire is very small and can be handled, you should deal with it yourself. Otherwise, you should come out of the house with other family members.
- Call the Fire Brigade (101) and also the neighbours for help.
- If your clothes got fire, lie down on the floor and roll around.
- If you are trapped in a fire in a room, bend down and cover the nose with wet hankey, and reduce the
  possibility of inhaling smoke to inhale the smoke as much as possible.
- You should crawl toward the exit as soon as you can.
- You can use the fire extinguisher on the small fire, but you should get yourself trained on it. All fire
  extinguishers have instructions to use labelled on them. These are: -
  - (i) P-Pull the locking pin.
  - (ii) A- Aim towards the base of the fire.
  - (iii) Squeeze the releasing handle.
  - (iv) Sweep side to side along the base of the fire.
- 4. Gas Leak- If you smell gas leak in the kitchen, you should take the following steps-
  - Do not switch on or switch off any electrical point
  - Turn off the gas regulator nob/ line and open the windows
  - Leave the kitchen with all others.
  - Call the customer care of your gas supplier and register your complaint.

# Emergency Contact No.s

• Police: 100

• Fire: 101

• Ambulance: 102

• Traffic Police: 103

• Blood Requirement: 104

• Emergency Disaster Management: 108

• Helpline for women: 181

• Child Helpline: 1098

• Gas Leakage: 1906

- Revise various common health issues/ ailments that can inflict the inmates in the home. Flu, common cold, diarrhea, and vomiting are some of them
- Discuss the symptoms and first aid.
- Discuss the emergencies that may happen to the inmates, such as shock, cardiac arrest, serious wound, severe stomach pain/ailment.
- Discuss other accidents/ emergencies in households, such as outbreak of fire, gas leak, toilet/ kitchen choke. Discuss how to avoid and how to address them.

# **Activity**

Match the emergency contact numbers of table A with emergencies of table B

Table A	Table B		
101	Gas Leakage		
102	Child Helpline		
100	Emergency Disaster Management		
104	Blood Requirement		
1098	Traffic Police		
181	Ambulance		
1906	Fire		
108	Police		
103	Helpline for women		

# Activity-1- Practical



Equipment: Fire extinguisher.

Paint a situation of Gas Leak, Outbreak of fire, electrical fire and toilet block. Nominate the individuals/ team to take action. Others should observe and learn

Debriefing

At the end of the class carry out the debriefing by revising the various health issues, and emergencies and first aid/ how to address the emergencies.

# Activity-2- Exercise



- Prepare chits on common health issues like common cold, Flue/influenza, Cuts or scratches, diarrhea, Nausea and vomiting, burns or scald, electric shock, fracture.
- Distribute chits randomly.
- Ask participants to speak on the issues (answer will cover what it is or commonly called as? What to do/how to deal and how to avoid.
- Ask participants to present and other to identify gaps if any.
- As a facilitator, fill in the gaps, where required.

# Activity-3- Role Play



This activity can be performed in groups. One individual in a group would act as a patient and tell the symptoms of disease he is having and rest others in the group would recognize the disease he is suffering from and suggest the cure

# Summary



Initially, recalled the essential points of the previous lesson, house bugs/ pests and insects, how to block them from coming in and how to address the menace to include eradication.

During this session, common health issues such as ailments, injuries, burns and fractures were discussed. We also discussed their symptoms and first aid, essentially, after providing the first aid, the ailments should be referred to the doctors.

There after we discussed the emergencies that can happen in the homes, such as outbreak of fire, electrical short circuit, gas leak or toilet blocks. Certain actions to address the situation were also discussed

# Exercise



#### State True (T) or False (F)

- (a) Common cold and flu take some time to get well. (T)
- (b) Continuous vomiting is sign of getting well. (F)
- (c) In case of fracture, immobilize the body part effected. (T)
- (d) Use fire extinguisher in case of fire. (T)
- (e) In case of gas leak, switch off the light. (F)
- (f) In case of electrical circuit/ fire, switch off the mains. (T)
- (g) In case of toilet/ kitchen block, use suction plunger and drainage cleaning sachet. (T)
- (h) In case of fire, call 101. (T)

# Unit 6.2: Ethical Behaviour and Time Management

# -Unit Objective



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

- Understand ethical behaviour and its benefits
- Understand the importance of time management

# Resources



- White board, markers, cleaner.
- Flip chart.
- Participant handbook, pen and notebook.
- Projector and screen and presentations.
- Activities Papers (role play and exercise).

# Do



Revise the previous unit, common health issues, ad other events and first aid thereof, followed by emergency situations and what actions to be taken in case of emergency.

Use the ppt slides and discuss the behavior expected of the General Housekeeper in the place of work. Importance of values, essentially honesty, integrity, sincerity should be emphasised. Also explain and emphasise the importance of punctuality and time management

# Ask



- Ask trainees to discuss the values they have learnt from the homes and schools.
- Why there should be punctuality.

# Elaborate



#### **Ethical Behaviour**

Emphasise that good values and mature behavior are inescapable in any profession, and essential for a job in some one's house in Domestic Sector. Elaborate on the following values: -

- Honesty Explain the honesty with work, honesty in life, and being honest with employer, not only materially, but also doing your work
- Trustworthiness House owner has let in the worker in the house, as such has trusted him/ her. As such we must be trust worthy.
- Accountability Accept responsibility for your actions and to not blame others.
- Courteousness Be polite, well-mannered, respectful and friendly irrespective of age. You will get respected in return
- Improve continually Elaborate on the importance of continuous learning and taking actions to seek improvement in all aspects of life, professional as well as personal.
- Self-respect Discuss the thin line between ego and self-esteem. Any person who has self-respect is always being respected by others.
- Have Granny's Morals Old morals of your granny still have value, though times may have changed. Emphasise that the morals should never be compromised.
- Confidentiality Bring out that houses have private matters, and they should be respected, as a family would. Feel part of the family, knowing well, you are not as far as confidentiality is concerned. It will bring you respect and trust of the employer.
- Respect the limits Explain the difference between being friendly and familiar.

#### **Time Management**

During the session, in addition to time management, discuss the very importance of the time. Some these are: -

- You can complete all your tasks within given time.
- You can save time for the work you love to do.
- You can gain respect and trust from others.
- You could become efficient and utilise your capacity up to the maximum
- You can set an example for others and grow in your professional life.

Time management is an ongoing process and can be done by keeping the basics in mind, which are prioritising and focusing on work at hand. Explain that by doing so, you shall know what to do first, and what thereafter, also how much time to give to the nominated work. Also discuss the adverse effect of the distractions like phone calls and TV viewing, when working.

Explaining and emphasizing of daily planners, and keeping some time away for fun, is also part of time management. Explain what all comprises of rest and rejuvenation to include hobbies.

# Q

# Tips

- Great values are always winner.
- Continuous improvement is sure way to be endeared, sustain and progress.
- Management of time is secret of success in the personal as well as official lives.

# Summary



Initially, you recalled the essential points of the previous lesson, basic health care and emergencies at home.

Thereafter there was a discussion and elaboration of the ethical behaviour and time management in every one's lives, whether in professional or personal.

While ethical behaviour and old values shall always facilitate smooth going and satisfaction, time management is respect for the work, therefore respect for God, who gives us 24 hours every day without deductions.

#### Exercise



#### State True (T) or False (F)

- (a) Honesty is the best policy so one must be honest to succeed in life. (T)
- (b) You should be polite, well-mannered and friendly with the family member of the employer. (T)
- (c) You should always avoid unnecessary phone calls during the work. (T)
- (d) You should shout while talking to someone over the phone. (F)
- (e) One should be trustworthy and accountable in professional and personal life to gain respect from others. (T)
- (f) You should not gossip about others and maintain a distance from the people doing so. (T)
- (g) Time management is the best way to achieve the goals of your life. (T)
- (h) One should prioritise the work to finish the important work in the given time. (T)

# Activity



Prepare chits with different ethical qualities written on them.

Ask the trainees to pick them up randomly and speak on the subject for a minute each.

Comments may be invited.

# Debriefing

Simply repeat the values discussed and tell them, how honesty does not assure you lot of money, but still assures you enough along with happiness and satisfaction in life.

Time Management is an aspect, which has total potential to leave one satisfied by the end of the day.

Notes			







# 7. Create a Positive Impression of Oneself in the Household

Unit 7.1 - Dressing up for work and basic etiquettes

Unit 7.2 - Effective communication





# Key Learning Outcomes 💆

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

- Learn how to dress up for the work
- Learn basic etiquettes
- Understand importance of Communication
- Understand Basics of Effective Communication

# Unit 7.1: Dressing up for Work & Basic Etiquettes

# -Unit Objective



After this session participant will learn to do:

- Learn how to dress up for the work
- Learn basic etiquettes

## Resources



- Available objects such as a duster, pen, note book etc.
- Flip chart
- Participant book
- Projector and screen with presentations.
- Plan on male and 2-3 female trainees to dress up as per the teaching, for demonstration and elaboration. Mannequins can also be used.
- Activities (role plays and games)

# Do



Revise the previous unit, about the ethical behaviour and time management.

Use the ppt slides to show various different this class/ session, which shall assist the facilitator to elaborate the correct dress to be put on during work, and appropriate etiquettes.

Get prepared for demonstration of the correctly dressed persons in office and, of course at homes as Domestic Worker

# Ask



Trainer / facilitator need ask participants few questions as under:

- How they plan what to wear at work place?
- Is it important to dress neatly or in special way at work place?
- What are the benefits of dressing up for work?
- Can someone share personal experience on this?
- Take their views and review the statement with other participants and formulate correct information.

#### Elaborate



Dressing style of everyone is different, standard rules one should follow while dressing up for work:

- Before dressing up, you must take a bath before going to your job.
- Wash your hair regularly.
- Brush your teeth twice a day.
- Use mouth freshener if required or consult the doctor.
- Nails should be cut and clean.
- If there is a uniform provided to you, clean it and iron it properly a day before.
- If there is no uniform, you should wear sober clothes for the work. Light coloured shirts and dark coloured plain trousers.
- Wear a deodorant but make sure its fragrance must be mild.
- Do not chew tobacco or smoke or drink while on duty.
- Keep a clean handkerchief or tissue papers with you.

#### For Men -

- Men should wear Pants with Full/ half sleeves shirt.
- The pants should be of dark shade while shirt should of a light shade.
- You should tuck in your shirt in the pants and wear a belt on it.
- You should wear clean socks (it is better if you wear cotton socks) and well-polished shoes.
- Make sure your shoes don't make noise while you walk if so get them repaired.
- Should have a short haircut and shave daily

#### For Women -

- Women should wear clothes like Saree, Salwar Suits, etc. should not be exposing the body.
- The fabric should be cotton and the prints, and colours should not be loud.
- Make sure the fittings of your clothes should be as per your body shape and slightly lose to be able to work comfortably.
- Wear clean flat heeled sandals or shoes.
- Should not wear a lot of accessories like chains, danglers, bangles, etc. as it may get entangled with something and can cause an accident.
- You should comb and tie your hair at the back in a form of bun or braid.
- You should not wear excess makeup.

The trainer/ facilitator should use slides/ mannequins, or personnel appropriately dressed to be demonstrated.

## **Basic Etiquettes and Manners**

- Be on time for your job. It would be better if come a bit early. Inform employer in case getting late for genuine reasons.
- Leave is privilege, permission should be taken before availing.
- If you have to take any leave due to an emergency, report them as soon as possible.
- Be respectful to your employer.

- Never arrive drunk or under the influence of any drugs at work-place.
- Respect the family members of your employer.
- All employees in a home, say a driver and Housekeeper should cooperate with each other.
- Wear appropriate attire and be neat, clean as conservative as your job requires.
- Pay attention to a person when he/ she is talking to you and should not interrupt.
- Clear doubts with your employer.
- Keep phone either on silent mode or a very low volume, when you are at work.
- Do not take calls when you are at work unless it is an urgent call.
- Call your friends/ family after the work timings.
- If you are talking on the phone, keep your voice as low as possible.
- Always greet your employer while coming at work or leaving.
- Smile as it will make your appearance positive.
- Avoid conflicts at work and never get personal in your remarks.
- Use three magical words whenever necessary Sorry, Thank You & Please.
- Do not feel ashamed in apologizing and similarly, accept the apologies gracefully.
- Do not borrow money or any item from the employer.
- Do not touch any expensive items, money or personal belongings of the employer.
- You should not eavesdrop on other's discussion.
- Do not gossip about the employer or his/ her family with co-workers.
- Maintain your dignity and self-respect while working

- Discuss the difference between self-ego and self-esteem.
- Understand difference between being friendly and being familiar
- Repeat the matters relating to hygiene and cleanliness, as also grooming.
- Recall the rules with respect to the dresses at work.
- Good manners need to be discussed.
- Confidentiality.
- Not to touch what is not yours.

## Activity



Get all the trainees in the Lab or open area.

Nominate a person tome in front of the class, and others to identify, how close he/ she is wrt correctness of the dresses. For work.

Male trainees should not be asked to comment on female trainees, nevertheless the reverse of this is acceptable.

Trainees can also be asked to identify the shortcomings in his/ her dress.

Trainees can be asked to brief the class in case mannequins have been dressed up for demonstration

#### **Debriefing**

At the end of the Practical, carry out the debriefing by revising the various aspects of the work place conduct, manners, etiquette, punctuality and dress code.

# Summary | \$



Initially, recalled the essential points of the previous lesson, ethical behaviour and Time Management.

Thereafter, the Trainer took upon the current session, which is about the dress code for men and women at work in domestic sector. This was followed by elaboration and discussion on etiquette and manners in work places.

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

# Exercise



#### State True (T) or False (F)

- (a) Men should put on sober clothes. (T)
- (b) You should maintain your self-esteem by keeping appropriate distance from employer. (T)
- (c) Whenever you do not come to work, inform the employer on the same day by 1000 hrs. (T)
- (d) Always be punctual, it is good manners. (T)
- (e) Women can put on high heels and should be well made up. (T)
- (f) In case of any doubt, ask the driver working in the house. (F)
- (g) Women workers should keep the nails cut and clean. (T)
- (h) Men can have long hair, nevertheless they should comb them and tie a braid. (F)
- (I) Now- a-days, there is no need to shave when on work. (F)

# **Unit 7.2 Effective Communication**

# Unit Objective



#### After this session participant will learn to do:

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

- Understand importance of Communication
- Understand Basics of Effective Communication

#### Resources



- White board, markers, cleaner.
- Flip chart,
- Participant handbook, pen and notebook
- Projector and screen and presentations.
- Activities Papers (role play and exercise)

# Do



Revise the previous unit, about the Dress code for men and women at workplace/ houses, for a Domestic Worker. Also discussed during the previous session were the etiquette and manners.

Use the ppt slides to explain and elaborate the communication, its types and how a message gets conceived, created, conveyed, received, interpreted and responded, thereby the continuous cycle.

Do tell the trainees that there are different methods of communicating, verbal, nonverbal and written. Body language also communicates, can be explained/ discussed.

# Ask



- How do the trainees communicate at their village and homes?
- Do they find any difference while communicating in public, and when communicating at homes?
- Do they know that the written word is also communication?
- Have they found any complication or conflicts while communicating?

#### Elaborate



#### **Basics of Effective Communication**

Explain the trainees that the communication is a process by which signals/messages can be transferred between a sender and a receiver through various methods like written words, nonverbal cues, spoken words. It is the principal mechanism used by us for establishing and modifying relationships. To be able to have effective communication one should -

- You should be confident to speak out what you believe in, but before that you must make yourself clear about your opinions and feelings.
- You should not feel that your opinion is not worthwhile as what is important for one may or may not important for other.
- You should also not change your statements just to please others, whereas you must not hesitate in changing your account if you are not correct.
- The skills of effective communication cannot be developed in a day; it is a result of many practices, focus and dedication. So, you should keep practicing for improving your communication.

#### **How to have Effective Communication**

Following are the points essential for effective communication -

- •Whenever you are listening or speaking to someone, make eye contact with that person. It makes the interaction successful and encourages the other person to be interested in return.
- Use gestures of your hands and face. This may assist you to emphasise a point, nevertheless, this should not be overdone.
- While speaking you should make sure your words, face, eyes and body would speak in the same manner otherwise it will send negative messages.
- Your body language speaks louder than your words, make positive body gestures.
- While talking to someone you should not cross your arms, hunch your shoulders as it gives a message that you are not interested in the person.
- •You should be honest, patient, optimistic, sincere, and respectful> Listener's' attitude can facilitate or adversely affect the communication.
- Be sensitive to other's feelings and believe in others' competence.
- Develop the listening skills as it is essential for effective communication.
- Speak clearly and effectively. Your communication, should not permit you to repeat communication. This can create lack of interest in the listener.
- Pronounce your words correctly and improve your vocabulary. It enables a person to express what she/ he wants to express.
- You should slow down your speech so that everyone can understand what you want to say

# Tips



- Use appropriate volume for your conversation setting.
- Get feedback from your receiver to ensure that you were properly understood during your conversation.
- Have confidence when talking to someone as It doesn't matter what other people think.
- Avoid flattering yourself in front of your audience.
- Avoid thinking that whatever you say is always correct.
- Speak fluently and try to make sure people can hear you when you talk.
- A good speaker is a good listener.
- Do not interrupt or talk over the other person--it breaks the flow of conversation.
- Make eye contact when speaking and listening.
- Listening an art, and essentially more than 50% of the communication skill.

#### Activity- Team Activity



**Purpose:** This activity has been made to develop communication and negotiation skills among participants Description:

**Case1:** This is a very amusing exercise that helps in developing participant's personal skills. They learn to represent themselves. Pair up the participants and make one of them act as product and other a seller. A seller would convince you (Trainer) to buy his product and you would behave as a tough customer, during the activity you must ensure that all the important aspects of communication should be covered (Negotiation skills, clear pronunciation, confidence while speaking etc.)

**Case 2:** Divide the participants into groups and ask them to perform the role play of domestic worker and an employer.

- There is a BHK 2 house. Where Participant would perform basic household work and cooking too.
- Cooking in morning and evening time and cleaning of kitchen only.
- Two times cooking only.
- Household cleaning only for 3 BHK house.

#### Implementing the activity

- Divide the participants into group of two or three or pair up the participants
- Tell the group about their role play (Encourage participants to interact)
- Give them 2 min time to discuss
- Call groups one by one to perform (There should not be any kind of interruption in between)
- In each case there will a conversation between the both to settle the wages or domestic worker's salary.

#### **Debriefing**

At the end of the class carry out the debriefing by revising the various aspects of the why and how the communications are carried out. Importance of clarity, accuracy, pauses and listening should be brought out during the debriefing of the activity.

# Summary



Initially, recalled the essential points of the previous lesson, dress codes and etiquettes.

Thereafter, the Facilitator/ Trainer explained the basics of the effective communication, and as to how to have an effective communication. Body language/ gestures were also brought out. Sincerity in communicating and art of listening was also emphasised.

Conduct of practical/ role play, followed by observations of the auditors and the process of debriefing and concluding the class.

#### Exercise



#### State True (T) or False (F)

- (a) When you speak, speak loudly. (F)
- (b) Do not flatter yourself while communicating with others. (T)
- (c) Speak in sufficiently clear words. (T)
- (d) Written communication will require the receiver and sender to know the language. (T)
- (e) Use physical gestures to emphasise a point. (T)
- (f) More violent the gestures, better will be the communication. (F)

- Notes			







# 8. Managing Self and Money

Unit 8.1: Managing Self Health and Hygiene

Unit 8.2: Managing Personal Finances





# Key Learning Outcomes

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

- Understand the benefits of being healthy, hygienic and disease- free
- Take appropriate measures and seek medical help in case of casualty
- Understand how to manage personal finances

# Unit 8.1 Managing Self Health and Hygiene

# -Unit Objective



#### After this session participant will learn to do:

- Understand the benefits of being healthy, hygienic and disease-free
- Take appropriate measures and seek medical help in case of casualty

# Resources |



- Available objects such as a duster, pen, note book etc.
- Flip chart
- Participant book
- Projector and screen and power Point presentation
- Activities (role plays and games)

#### Elaborate



#### **Maintain Hygiene**

Elaborate the process and impact and reasons for various acts for maintaining hygiene. Bathing daily, keeping your feet and hands clean and nails trimmed is important. Daily brushing one's teeth and messaging gums in the morning as well as after all the meals shall go a long way in maintaining oral hygiene Being Presentable

Always wear clean and ironed clothes, and clean and washed under garments. Women should keep their hair neat and neatly tied, as the men must have regular haircut and shave on daily basis. The females should not overdo makeup. Washing hands after all activities and prior to handling and cooking food is necessary. Always keep a clean hanky to be used during sneezing/ coughing. Also use talc or deodorant to control body odour.

#### **Eat Healthy**

Trainer should prepare the slides for what to eat, how one should behave healthy and what physical exercise can be done to maintain good health. Trainer explains that one should chose healthy and well-cooked foods, avoiding spicy and deep fried foods. Too much of sweets should also be avoided. Fast and heavy foods such as pizzas and burgers, chhole bhature, samosas, should be avoided. One should prefer to use olive, canola, soy, peanut, sunflower, and corn oil to eat. And Fish are good for health, and eat fresh fruits. Drink plenty of water too.

Eat whole foods as it offers healthy carbohydrates, proteins, fats, and other nutrients. And have toned dairy products so that you may avoid fat but intake enough calcium which is necessary for strong bones.

Physical exercises should be done at least 4-5 days a week, and for 30-40 min. Jogging, cycling, swimming and muscle training should be done in balanced was to maintain flexibility, stamina and strength.

Some Precautions for Good Health

Try and have a walk after dinner to digest food. Also track one's weight. Balanced weight will not force you into dieting, which can be unhealthy. Avoid smoking and gutka/ loaded pan. These are unhealthy habits and cause of cancer. Avoid alcohol, and of course drugs etc are a big No. You should have a sound sleep of 7-8 hours per night. Avoid excessive sun exposure as much as it could create many health risks like cancer. Use sun screen or umbrella to cover your head and body.

# Tips



- Healthy food.
- Regular physical exercise.
- Maintain balance of weight.
- Eat healthy, such as serials, fish, toned milk and cook with sunflower, coconut or olive oil. Avoid sweets and Drink plenty of water, say approx. 3 litres a day.
- Strengthening, and stamina exercises.
- Have good hobbies and play games.
- Maintaining hygiene (Hands, oral, feet, manicure, deodorant, hair, shaving etc.)

# Activity



- Ask questions on maintaining good standards of hygiene and cleanliness.
- It can be followed by some role play activity as a customer or employer Customers are easily turned off by bad hygiene, so follow some basic rules.

#### Discussion on

- Maintain personal hygiene with an understanding of risks associated with contamination and infection in a health setting.
- Being Presentable
- Managing Health- Eating Healthy food, follow an Exercise Regime
- Not indulging into too bad habits like- Smoking causes various critical health risks.
- Consumption of Alcohol

# **Summary**



Revise the previous session, which was about effective communication, what, how, and how to maintain smooth flow.

During this session, we learnt about maintaining own health and hygiene, and remain groomed and presentable when in public, whether at work place or otherwise.

There was a detailed discussion on the healthy food, physical training and other miscellaneous points, which facilitate good health.

#### Exercise



#### State True (T) or False (F)

- (a) You should eat fatty foods to stay healthy. (F)
- (b) One should drink 2 liters of water every day. (T)
- (c) Green vegetables and fruits are sources of vitamins and minerals. (T)
- (d) One should bath at least once a day to be hygienic. (T)
- (e) Your breakfast should be very light while your dinner must be a heavy one. (F)
- (f) One should wear exposing clothes and heavy makeup while going to work. (F)
- (g) You must wash your hands before eating food. (T)
- (h) You should not wash your hands after going to toilet. (F)
- (i) One should not eat gutkha, or smoke to look trendy and fashionable. (T)
- (j) One should sleep 10-12 hours per day. (F)
- (k) Being overweight is the sign of healthy body. (F)
- (I) Crash dieting is the best and easy way to reduce the weight. (F)
- (m) Cold drinks and junk food is a good substitute of healthy food. (F)
- (n) Always keep handkerchief or paper towel and use while sneezing, coughing or blowing your nose. (T)

# Debriefing

At the end of the class carry out the debriefing by revising the various aspects of the why and how the communications are carried out. Importance of clarity, accuracy, pauses and listening should be brought out during the debriefing of the activity.

# Unit 8.2 Managing Personal Finances

# -Unit Objective



After this session participant will learn to do:

- Understand how to manage personal finances
- Learn how to open bank account
- Learn how to insure the future of your family

# Resources 6



- Available objects such as a duster, pen, note book etc.
- Flip chart
- Participant book
- Projector and screen and power Point presentation
- An account book/ register, to be carried by each trainee to learn to make simple accounting entries.
- KYC document
- Activities (role plays and games)

#### Elaborate |



#### Write down What & Where are You Spending

Since we get paid monthly, there is a need to address our budget and expenses similarly. We can classify our expenses into the following heads: -

- Monthly income
- Expenses, groceries, and dining out
- Rent and utilities/electric/cable/ mobile bills
- Medical, emergencies
- Gas
- Savings

#### **Budget and Spending**

Budget needs to be prepared based on the classification being done above. One should leave 20-25% spare. 10% for savings, and another 10% for donations/ gifts/ aids. Monthly budget should be prepared. An effort should be made to spend according to the planned budget. As one spends, one should keep track of the spending as per the budget heads. Errors can be corrected while preparing next month's budget As the period passes, plan to make sufficient savings, and invest some amount to be able to have ready resource in case of emergency. As far as possible, do not borrow money. People who can't management their finances and not trust worthy, it is said.

#### **Bank Account**

The bank provides several facilities to save your money through different accounts and other schemes. Some of them are -

- Savings Account- can be opened to save money. The Bank provides an interest on deposit.
- Recurring Deposit Account- Enables systematic/ monthly savings.
- Fixed Deposit- Different schemes are available, larger amounts than normal are deposited for fixed period. Interest is more than savings account.
- Post Offices also provide the facility of saving money through various accounts and schemes.

#### **Opening a bank Account**

- You need to decide the type of account you want to open, unless in business, go for Savings.
- Carry KYC Docs that is identity, address, and date of birth proof. Aadhar Card is also mandatory now-a- days. PAN card if you have should be carried.
- You should select the bank, ideally choose the nearby bank and meet the bank officer.
- Fill the bank account opening form. Don't forget to fill in the nominee of the account.
- Give reference of someone having an account in that bank.
- Submit the bank account opening form and the required documents.
- Bank office will check your documents and approves after verification.
- Deposit the initial amount in the bank and start operating your account.

#### **Planning for Tomorrow**

Opening a PPF Account, Mutual Funds, and FDs are some options in Banks and Post Offices. In addition, go for Life Insurance. Health Insurance and policy for the future of the children and Pension policies When applying for loans, say for house and allied matters, vehicle, marriage function etc., as far as possible make max down payment, and opt for minimum installments (EMIs) for return of loan for a healthy experience with loans.

# Tips [

- You should manage your finances very wisely to prevent future hassles.
- You should start saving at a young age and build your savings as much as you can.
- You must try to save more than what you have planned; it will give you a hefty amount after a period.
- You must create an emergency fund for the unforeseen problems.
- Try not to borrow money from others and pay off your debts as early as possible.
- Start planning for your retirement as the early you plan; the better your bank balance would be.
- You must have a separate bank account

# Practical/ Exercise



#### Practical-1- Making a monthly budget

Practice to make your monthly budget, it is an individual task. As discussed during the session, the trainees are required to make a monthly budget for their expenses during the month from their income, which can have assumed to be Rs 15000/-. Also assume that the budget is being made for a couple and small child up to 5 years of age.

Time for working - 15 Min Time for discussion- 5 Min

#### Practical-2- Opening a bank account

An individual task. Forms are filled and supporting docs attached. At the end of the exercise the forms are passed on to others at random for checking and making observations.

Time for filling form: 15 Minutes
Time for checking: 5 min.
Time for discussion: 5 min

# Debriefing

At the end of the class carry out the debriefing by revising the various aspects of the why and how the budgets are made, the process of opening bank account. Also bring out briefly about the savings, insurance and loans.

# **Summary**

Initially, recalled the essential points of the previous session, Managing self-health, hygiene, diet and physical exercise regime.

In this session, the Facilitator/ Trainer, brought out the requirement of maintaining own finances with a view to live in dignified manner, within one's means. Preparation of budget, opening of Bank account was explained.

Conduct of practical/ exercise, on preparation of budget and opening of Bank account followed by checks and observations and the process of debriefing ensured the maximum transfer of knowledge.

Trainer should bring out the importance of the savings, insurance and requirement of opening the correct types of Bank Accounts. Process of opening the account should be revised during at the end of the class.

# Exercise



#### State True (T) or False (F)

- (a) Is Budget making a good habit. (T)
- (b) It is a good practice for borrow money to meet your regular expenses. (F)
- (c) Making monthly budget can help in controlling your expenses. (T)
- (d) You can open accounts to deposit money in bank as well as post office. (T)
- (e) Insurance is the way to secure the future of you and your family members. (T)
- (f) You must create an emergency fund for the unforeseen problems. (T)
- (g) Start making small savings and cut down your unnecessary expenses. (T)
- (h)Pension Policy an Insurance Policy. (T)
- (I) You should repay your debts as early is probable to maintain your credibility. (T)

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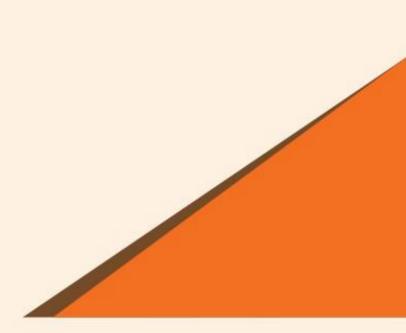




# 9. Employability and Entrepreneurship Skills

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





# Key Learning Outcomes 💆



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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- 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
- 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
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

# Introduction: Employability and Entrepreneurship Skills

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

#### Ice breaker

You can begin the module with any of the following five ice breakers:

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

#### **Expectation Mapping**

During the first session and after ice breaker session, ask the participants to answer the following question:

- What do I expect to learn from this training?
- Have one of the participants write their contributions on a flip chart sheet.
- Write down your own list of covered material in the training on another flip chart sheet.
- •Compare the two sheets, commenting on what will and what will not be covered during the training.
- •Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- •You may get back to those sheets once again at the end of the last session of the training.

Benefits of doing this activity:

- Participants feel better as their opinions are heard.
- Participants get to know what they should expect from the training.
- The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.

Expectations from the participants:

- Must sign the attendance sheet when they arrive for class.
- Conduct themselves in a positive manner
- Be punctual, attentive, and participative

Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.

By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

#### **Defining Objectives**

- Defining the objectives in the beginning of the units sets the mood for the unit.
- To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
- It is also a way of making participants take responsibility of their own learning process.
- For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

- Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
- At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

#### In order to effectively facilitate this workshop:

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

#### General instructions for role playing:

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

# Unit 9.1.1: Health, Habits And Hygiene: What is Health?

# **Unit Objectives**



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

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

#### Resources to be used



• Participant Handbook

#### Ask



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

# Say



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

#### Ask



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

#### Sav



- 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 you as a health representative will 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 discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

# Summarize



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

#### Say



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

# **Activity**



• Health Standard Checklist from the Participant Handbook.

#### Ask



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

# Say



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

# Do



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

# Summarize



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

# **Ask**



#### Discuss:

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

# Say



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

# Activity



• Health Standard Checklist: Hygiene

# Say



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

#### Do



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

#### Ask



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

# Summarize



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

#### Ask



What is a habit?

#### Sav



• 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.

Notes 📋 ——		

# Unit 9.1.2: Safety

# **Unit Objectives**



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

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

#### Resources to be used



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

# Sav



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.

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

# **Unit Objectives**



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

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

#### Resources to be used



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

# Activity



• This is a paper pencil activity.

What are the three sentences that describe you the best?

What do you need to live happily?

What are your strengths and weaknesses?

# Do



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

# Say



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

# **Team Activity**



#### **Tower building**

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

#### Do



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

#### Ask



- 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.

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# Unit 9.1.4: Honesty & Work Ethics

# -Unit Objectives



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

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

#### Resources to be used



• Participant Handbook

#### Ask



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

# Say



Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.

"Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.

Keep your discussion focussed around the following:

- What went wrong?
- Who was at fault?
- Whom did it impact- the customer or the businessman?
- How would it impact the business immediately? What would be the long term impact?
- What could be done?
- What did you learn from the exercise?

#### Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

#### **Team Activity**



#### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

#### Scenario 4

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

# Say



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

#### Do



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

#### Summarize



Ask the participants what they have learnt from the exercise/ activity.

Ask if they have any questions related to what they have talked about so far.

Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

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# Unit 9.1.5: Creativity and Innovation

# Unit Objectives 6



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

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

#### Resources to be used



- Participant Handbook
- Chart papers
- Marker pens

#### Ask



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



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-young-indians/20151208.htm

#### - Ask



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

# Say



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

# Team Activity



This is a group activity.

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

#### **Activity De-brief**

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

#### Do



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

# Summarize **E**



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

Notes 📋 ——		

# Unit 9.1.6: Time Management

# - Unit Obiectives 🛮 🧭



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

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

#### Resources to be used



Participant Handbook

#### Ask



#### Does this sound like you?

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

#### Example



Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

# Ask



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

# **Activity**



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

#### Say



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

#### Ask



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

# Say



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

# Activity



#### **Effective Time Management**

This activity has two parts:

#### PART 1

#### **TO-DO LIST**

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

#### PART 2

#### **URGENT-IMPORTANT GRID**

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - ✓ Is this task important?
  - ✓ Is this task urgent?

Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.

#### What do these categories depict?

#### Category 1: Urgent/Important

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

#### **Category 2: Not Urgent/Important**

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

#### **Category 3: Urgent/Not Important**

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

#### **Category 4: Not Important and Not Urgent**

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

#### **TO- DO list format**

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

• Other people's minor demands

**URGENT/ NOT IMPORTANT** 

# URGENT/ IMPORTANT • Meetings • Last minute demands • Project deadlines • Crisis 1 2 1 3 4 • Interruptions • Phone calls/ E-mails

Watching TV

**NOT URGENT/ NOT IMPORTANT** 

# URGENT/ IMPORTANT 1 2 3 4 URGENT/ NOT IMPORTANT NOT URGENT/ 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.

Notes 📋 ——		

# Unit 9.1.7: Anger Management

# **Unit Objectives**



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

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

## Resources to be used



• Participant Handbook

## Ask



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

# Say



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

## Do



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

# Activity



Do you remember any incident which hurt you?

- Physically
- Mentally
- Career wise
- In relationships

## Ask



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

# Say



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

#### - Do



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

## Activity



Trigger points and Anger Management Techniques Activity

#### **Anger Triggers**

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

#### Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

# Say



Now, let's discuss the problems and solution with all.

- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

# Do



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

## Ask



#### **De-brief questions:**

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

## Summarize



- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what 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



- 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.

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# Unit 9.1.8: Stress Management: What is stress?

# **Unit Objectives**



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

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

#### Resources to be used



• Participant Handbook

## **Ask**



- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, and 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.





• 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 \( \begin{align\*} \begin{align\*} \text{2} \\ \text{2} \\ \text{2} \\ \text{3} \\ \text{4} \\ \text{6} \\ \text{6} \\ \text{7} \\ \text{8} \\ \text{9} \\ \text{8} \\ \text{9} \\



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 interactive.

Notes 📋 —		

# Unit 9.2: Digital Literacy: A Recap

# **Key Learning Outcomes**



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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- 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

# Unit 9.2.1: Computer and Internet Basics: Basic Parts of a Computer

# - Unit Objectives



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

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

## Resources to be used



- Participant Handbook
- Computer Systems with the required applications

## Say



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

# **Explain**



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

## **Ask**



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

#### Say



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

## **Summarize**



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

# - Practical 📎



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

# Do



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

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### Unit 9.2.2: MS Office and Email: About MS Office

# Unit Objectives



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

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

#### Resources to be used



- Participant Handbook
- Computer Systems with MS Office

#### -Ask



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

## Sav



- 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.

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### Unit 9.2.3: E-Commerce

## -Unit Objectives 6



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

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

## Resources to be used



- Computer System with internet connection
- Participant Handbook

## Ask



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

# Say



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

## Sav



- 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.

## Sav



- 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.

## Sav



- 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 ecommerce platform to sell their product or service.

#### Ask



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

#### Say



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

#### Do



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

#### Ask



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

## Say



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

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

## Summarize



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

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# Unit 9.3: Money Matters

# **Key Learning Outcomes**



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

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

# Unit 9.3.1: Personal Finance - Why to Save?

# -Unit Objectives



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

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

## Resources to be used



Participant Handbook

## Ask



- 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?

## Say



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

## Ask



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

#### Say



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

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

## Ask



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

# Say



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

# **Team Activity**



#### Personal Finance- Why to save

This activity has two parts:

#### PART 1

#### **WAYS TO SAVE MONEY**

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

#### PART 2

#### **HOW WILL YOU USE THE MONEY**

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

# Do



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

#### **Activity De-brief**

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

# -Say



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

# -Summarize



#### You can summarize the session by discussing:

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

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# Unit 9.3.2: Types of Bank Accounts, Opening a Bank Account

# -Unit Objectives



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

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

## Resources to be used



- Account opening sample forms
- Participant Handbook

## Ask



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

# Example



Let's look at the given example:

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

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

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

## Ask



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

#### Say



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

#### Ask



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

#### 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

Occupation/Profession

Annual Income
No. of Dependents

- How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening	g form.	01 0	,
Photograph			XXX Bank
	SAVING BANI	CACCOUNT OPENING FORM	М
Account No.:			– Date:
Name of the Branch			
Village/Town			
Sub District / Block Name			
District	-		
State			
SSA Code / Ward No.			
Village Code / Town Code		Name of Village /	
Applicant Details:		1017	
Full Name Mr./Mrs./M	ls First	Middle	Last Name
Marital Status			
Name of Spouse/Father			
Name of Mother			
Address			-
Pin Code			
Tel No. Mobile			te of Birth
Aadhaar No.		Pa	n No.
MNIDEGA Job Card No			

	Owning Hous	e :	Y/N	Owning Farm :
	Y/N No. of Animal	s		Any other :
Existing Bank	110.017011110			, any surer
A/c. of family	Y	/ N	lf y	yes, No. of A/cs
members /				
nousehold	MIL AL FE-	LI.	V / NI	
Kisan Credit Card	Whether Eligi		Y/N	
request you to is		-		
account after 6 n needs subject to	nonths of open the condition raft facility. I sh	ing my that onl	account for y one mem	after satisfactory operation of my meeting my emergency/ family ber from the household will be ms and conditions stipulated by
applicable have b shall abide by a	een read over a	and expl d condit	ained to me ions as may	ect. The terms and conditions and have understood the same be in force from time to time. it facility from any other bank.
Place:				
				Signature / LTI of Applicant
Place: Date:				
Place:	nate as under			
Place: Date: Nomination:	nate as under Relationship	Age	Date of Birth in case of minor	

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# Unit 9.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

# -Unit Objectives 🕝



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

• Differentiate between fixed and variable costs

# Resources to be used



- Participant Handbook
- Blank sheets of paper
- Pens

# Ask



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



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

# **Team Activity**



#### Identify the type of cost

- Rent
- Telephone bill
- Electricity bill
- Machinery
- Insurance
- Office supplies/ Raw materials
- Employee salaries
- Commission percentage given to sales person for every unit sold
- Credit card fees
- Vendor bills

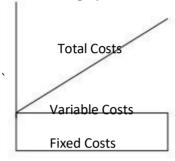
### Do



- 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.



Units

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

# Team Activity



#### Fixed vs. Variable Costs

This is a group activity.

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

#### **Activity De-brief**

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

### Do



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

# -Summarize



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

# ¬ Notes for Facilitation



### Answers for the activity - Identify the type of cost

• Rent	(Fixed)
• Rent	(Fixe d

• Telephone bill (Fixed)

• Electricity bill (Fixed)

• Machinery (Fixed)

• Insurance (Fixed)

• Office supplies/ Raw materials (Variable)

• Employee Salaries (Fixed)

• Commission percentage given to a sales person for every unit sold (Variable)

• Credit card fees (Variable)

• Vendor bills (Variable)

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# Unit 9.3.4: Investments, Insurance and Taxes

# -Unit Objectives



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

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

### Resources to be used



Participant Handbook

### -Ask



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

# Example



Let's have a look at a few scenarios.

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

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

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

### Say



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

# Ask



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

# Say



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

### Say



We will have a quiz today.

# Team Activity



The activity is a quiz.

### -Do



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

### Summarize



Summarize the unit by discussing the key points and answering question

### **Notes for Facilitation**



#### Questions for the quiz

What are bonds?

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

Who issues the bonds?

Private and public companies issue the bonds.

• Why are bonds issued?

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

• Who is the buyer of stocks and equities?

The general public is the buyer.

• What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

• 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.

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

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

• Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

#### Term Insurance

• What is the benefit of taking an endowment policy?

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

• What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

• Which policy covers loss or damage of goods during transit?

#### Marine Insurance

• After what duration is the income tax levied?

#### One financial year

• What is long term capital gain tax?

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

• Name the tax that is added while buying shares?

#### Securities Transaction Tax

• What is the source of corporate tax?

The revenue earned by a company.

• Name the tax whose amount is decided by the state?

#### VAT or Value Added Tax

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

#### Sales Tax

• 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.

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# Unit 9.3.5: Online Banking, NEFT, RTGS, etc.

# -Unit Objectives



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

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

### Resources to be used



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

### Ask



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

# Say



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

# Do



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



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

### -Do



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

# Summarize



Close the discussion by summarizing the about online banking.

Ask the participants if they have any questions related to what they have talked about so far.

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# Unit 9.4: Preparing for Employment & Self Employment

# **Key Learning Outcomes**



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

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

# Unit 9.4.1: Interview Preparation: How to Prepare for an Interview?

# -Unit Objectives



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

• Discuss the steps to follow to prepare for an interview

# Resources to be used



Participant Handbook

### -Ask



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

### Say



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

# Activity 1



• Introducing Yourself

#### Do



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

### Ask



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



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

# Do



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

# **Activity 2**



Planning the right attire

# Do



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

# Summarize



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

You can add the following points to it:

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

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# Unit 9.2: Preparing an Effective Resume: How to Create an Effective Resume?

# -Unit Objectives 6



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

• Discuss the steps to create an effective Resume

# Resources to be used



- Participant Handbook
- Blank papers
- Pens

### **Ask**



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

# Say



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

### Do



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

### Sav



- 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



Close the discussion by showing some effective resume samples to the candidates.

Ask the participants what they have learnt from this activity.

Ask if they have any questions related to what they have talked about so far.

# **Notes for Facilitation**



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

Suggested example for the case presented:

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxxla@gmail.com

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

#### **Professional strengths:**

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

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

#### **Educational background:**

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

#### **Professional internships:**

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

#### **Volunteer Work:**

• Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

Notes 📋 ——		

# Unit 9.4.3: Interview FAQs

# -Unit Objectives



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

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

### Resources to be used



• Participant Handbook

### Say



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

# Do



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

# Role Play



Conduct a role play for the situation given.

#### Situation 1

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



#### De-brief:

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

# **Role Play**



Conduct a role play for the situation given.

### Role Play - Situation 2

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

# Say



#### De-brief:

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

# -Role Play



Conduct a role play for the situation given.

#### **Role Play - Situation 3**

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

### Say



#### De-brief:

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

# Role Play



Conduct a role play for the situation given.

#### **Role Play - Situation 4**

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

### Say



#### De-brief:

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

# Role Play



Conduct a role play for the situation given.

#### **Role Play - Situation 5**

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

# -Say



#### De-brief:

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

# Role Play 🥣

Conduct a role play for the situation given.

#### **Role Play - Situation 6**

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

### Say



#### De-brief:

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

# **Role Play**



Conduct a role play for the situation given.

#### **Role Play - Situation 7**

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

# Say



#### De-brief:

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

# Explain 🗔



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

# Do 🗸

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

# Activity



#### **Mock Interview Questions**

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

# Summarize | &



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

Notes 📋 ——		

# Unit 9.4.4: Work Readiness - Terms and Terminology

# -Unit Objectives



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

Identify basic workplace terminology

## Resources to be used



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

### Ask



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



• Let's start this unit with an activity.

# Team Activit\



#### Workplace terminology

This is a group activity conducted in three parts.

#### Part 1

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

#### **Activity De-brief**

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

# -Do



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



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

### Ask



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

### Say



• Let's now continue the activity.

### **Team Activity**



### **Terms and Terminology**

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

#### Part 2

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

#### **Activity De-brief**

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

### Do



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

# Say



Let's go ahead with the activity.

# **Team Activity**



#### **Terms and Terminology**

The activity continues with the same group members.

#### Part 3

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

#### **Activity De-brief**

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

### Do



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

# -Summarize



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

Notes 📋 ——		

# Unit 9.5: Understanding Entrepreneurship

# Key Learning Outcomes 👸

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- 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 key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

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

# -Unit Objectives



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

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

### Resources to be used



• Participant Handbook

### Say



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

### **Team Activity**



#### **Quiz Questions**

Who is the founder of Reliance Industries?
 Dhirubhai Ambani

• Who is the Chairman of Wipro Limited?

Azim Premji

(la a la complete de la casa)

Who launched e-commerce website Flipkart?
 Sachin Bansal and Binny Bansal

• Who is the founder of Paytm?

Vijay Shekhar Sharma

• Who's of Cabs?

**Bhavish Aggarwal** 

• Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

Who is the founder of OYO Rooms?
 Bhavish Aggarwal

#### Do



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

### Ask



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

# Say



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

### Summarize



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

### -Notes for Facilitation



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

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# Unit 9.5.2: Leadership and Teamwork

# -Unit Objectives



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

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

### Resources to be used



- Participant Handbook
- Blank sheets of paper
- Pens

### -Do



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





# -Say



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

### Say



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

### Ask



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



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

### Ask



Do you consider yourself a team player?

# Team Activity



#### **Long Chain**

This is a group activity.

### 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.

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

# -Unit Objectives



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

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

## Resources to be used



• Participant Handbook

## **Activity 1**



#### **Activity - Chinese Whisper**

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

#### Ask



#### De-brief questions:

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

#### Say



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

## Say



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

## Ask



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

## Say



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

#### Do



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

# Activity 2



#### **Riddles:**

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

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

Do they have a 26th of January in England?

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

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

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

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

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

#### **Answers:**

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

#### Ask



#### De-brief question:

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

## Say



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

## **Activity 3**



#### **Elevator Pitch:**

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

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

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

#### Do



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

## -Notes for Facilitation



Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.

- **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?
- 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.
- **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.
- 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.
- **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?

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.

Notes 📋 —		

# Unit 95.4: Problem Solving & Negotiation Skills

# **Unit Objectives**



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

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

## Resources to be used



• Participant Handbook

## Ask



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

# Say



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

## Ask



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

# Say



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

## **Team Activity**



This is a group activity.

The groups will solve the problem and come up with the best solution in each case.

- 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.
- 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.
- You have just set up your business and need extra human resource. You have tried inviting 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.

# Sav



#### **De-brief questions:**

- What was the problem?
- Is there any other alternative solution?
- 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?

# Sav



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

## Ask



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

# Say



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

## Summarize



Ask the participants the things that they have learnt so far.

Ask if they have any questions related to what they have talked about so far.

Summarize the discussion on problem solving.

# Activity



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

# Do



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

#### **Ask**



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

## Say



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

#### Ask



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

## Say



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



• 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 minutes 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 its 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 agarbattis 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

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

#### Conducting the activity

- 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.
- 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.
- Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
- After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
- 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.

Notes 📋 —		

# Unit 9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

# -Unit Objectives



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

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

## Resources to be used



- Participant Handbook
- Blank sheets of paper
- Pens

## Ask



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

## Say



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

#### Do



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

# Activity



#### Do your SWOT analysis

#### Strength

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.

## <sup>-</sup>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.

Notes 📋 ——		

# Unit 9.5.6: Entrepreneurship Support Eco-System

# Unit Objectives



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

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

## -Resources to be used



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

## -Ask



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

## Say



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

## -Ask



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

# Say



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

# **Team Activity**



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

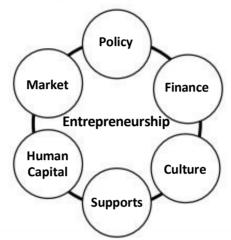
#### Do



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

#### **Activity De-brief**

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



## Ask



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

## Say



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

# Team Activity



• Presentation on key schemes to promote entrepreneurs

# Do



- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

#### **Activity De-brief**

Ask each group to explain the scheme offered by government to promote entrepreneurs.

# Summarize



Summarize the unit by discussing the key points and answering questions the participants may have.

Notes 📋 —		

# Unit 9.5.7: Risk Appetite & Resilience

# Unit Objectives



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

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

## Resources to be used



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

#### Ask



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

# Example



Let's have a look at these two examples:

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

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

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

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

# Say



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

## Say



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

# Team Activity | 🙀



#### **Risk Appetite**

This is a group activity.

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

#### **Activity De-brief**

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

## Do



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

#### Ask



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

# Example



Let's have a look at the following example:

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

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

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

## Say



- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

## Say



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

# **Team Activity**



#### **Entrepreneurship and Resilience**

This is a group activity.

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

#### **Activity De-brief**

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

## Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

# Summarize



You can summarize the key points of the unit.

Ask the participants what they learned from the activities.

Clarify any questions or doubts they might have.

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## Unit 9.5.8: Success and Failures

# Unit Objectives



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

Discuss how to deal with failure

#### Resources to be used



Participant Handbook

## Ask



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

# Example



Let's have a look at this example.

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

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

# 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

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

#### Conducting the activity

- 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.
- 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.
- Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
- 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.
- Give the pairs 15-20 minutes to conduct the role play.
- Circulate among the groups to answer any questions that may arise and provide guidance as needed.
- After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
- 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.
- 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.

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# Unit 9.6: Preparing to be an Entrepreneur

# Ley Learning Outcomes



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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- 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
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage their own enterprise
- List the important questions that every entrepreneur should ask before starting an enterprise

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

# - Unit Objectives



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

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

## Resources to be used



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

## Ask



- 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.



• 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:

- Rural villagers
- Rural middle class
- Urban middle class
- 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 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:
  - ✓ Rural villagers
  - √ Rural middle class
  - ✓ Urban middle class

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

#### **Activity De-brief**

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

## Say



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

## Summarize



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.

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# Unit 9.6.2: Business Entity Concepts

# Unit Objectives



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

• Recall basic business terminology

## Resources to be used



• Participant Handbook

## Say



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

# Activity



• The activity is a quiz.

# Do



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

# Summarize



Summarize the unit by discussing the key points.

## **Notes for Facilitation**



#### **QUESTIONS FOR THE QUIZ**

• What does B2B mean?

#### **Business** to business

• What is a financial report?

A comprehensive account of a business' transactions and expenses

• Who is a sales prospect?

#### A potential customer

How is working capital calculated?

Current assets minus current liabilities

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

#### Valuation

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

#### Complex transaction

• How will you calculate the net income?

#### Revenue minus expenses

• How is Return on Investment expressed?

#### As percentage

• How will you calculate the cost of goods sold?

#### Cost of materials minus cost of outputs

• What is revenue?

Total amount of income before expenses are subtracted.

• 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.

• What is the formula used to calculate simple interest?

#### A = P (1 + r.t) / R = r \* 100

• What are the three types of business transactions?

#### Simple, Complex and Ongoing Transactions

• The degrading value of an asset over time is known as

#### Depreciation

• What are the two main types of capital?

**Debt and Equity** 

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# Unit 9.6.3: CRM & Networking

# Unit Objectives @



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

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

## Resources to be used



• Participant Handbook

## Ask



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

# Say



- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
- Treating your customers with respect.
- Be available as per their need/ schedule.
- Handling complaints effectively.
- Building long lasting relationships.
- Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

#### Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

## Team Activity



#### **Case Study Analysis**

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new Chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that Chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

#### Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

#### Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e- commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

#### Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

## Say



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

#### Do



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

## Say



- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

# **Activity**



#### **Group Discussion**

• Conduct a group discussion in the class on how they can do networking for their business.

## Summarize



Ask the participants what they have learnt from this exercise/ activity.

Ask if they have any questions related to what they have talked about so far.

Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

Notes 📋 —		

## Unit 9.6.4: Business Plan: Why Set Goals?

## **Unit Objectives**



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

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

## Resources to be used



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

### Ask



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

## Say



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

### Ask



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

## Do



• Ask few participants to share their business ideas.

## Ask



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

### Say



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

## **Team Activity**



### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  - ✓ Create a business idea
  - ✓ 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:
  - ✓ Executive Summary
  - ✓ Business Description
  - ✓ Market Analysis
  - ✓ Organization and Management
  - ✓ Service or Product Line
  - ✓ Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

### Say



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

### Do



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

### Say



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

## Summarize



Ask the participants what they have learnt from this exercise/ activity.

Ask if they have any questions related to what they have talked about so far.

## **Notes for Facilitation**



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

Notes 📋 —		

### Unit 9.6.5: Procedures and Formalities for Bank Finance

## **Unit Objectives**



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

• Describe the procedure and formalities for applying for bank finance

### Resources to be used



- Participant Handbook
- Bank loan/finance form sample

### Ask



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

### Say



- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - ✓ **Bootstrapping**: Also called self-financing is the easiest way of financing
  - ✓ Crowd funding: Funds are collected by consumers pre-ordering or donating for starting the business.
  - ✓ **Angel investors**: Individual or group of investors investing in the company
  - ✓ **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - ✓ Bank loans: The most popular method in India.
  - √ Microfinance Providers or NBFCs
  - √ Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

### Do



- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

## Summarize



Close the discussion by summarizing the important documents needed for bank loan.

Ask the participants if they have any questions related to what they have talked about so far.

## Notes for Facilitation



- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

# CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

- 1. Audited financial statements of the business concern for the last three years
- 2. Provisional financial statements for the half year ended on
- 3. Audited financial statements of associate concern/s for the last three years
- 4. Copy of QIS II for the previous quarter ended on \_\_\_\_\_
- 5. Operational details in Annexure I
- 6. CMA data for the last three years, estimates for current year and projection for the next year
- 7. Term loan/DPG requirements in Annexure II
- 8. List of machinery in respect of machinery offered as security in Annexure III
- 9. Additional details for export advances furnished in Annexure IV
- 10. Property statements of all directors/partners/proprietor/guarantors
- 11. Copies of ITAO of the company for the last three years
- 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
- 12. Copies of certificate from banks and financial institutions certifying the latest liability with them
- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

Notes 📋 —		

# Unit 906.6: Enterprise Management - An Overview: How to Manage Your Enterprise?

## **Unit Objectives**



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

• Discuss how to manage their own enterprise

### Resources to be used



• Participant Handbook

### **Ask**



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

## Say



Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

## Say



- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

## Say



• Let's learn how to effectively manage an enterprise or business through an activity.

## **Team Activity**



### **Enterprise Management**

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

#### **Activity De-brief**

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

## Do 🔍

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### Summarize



Ask the participants what they have learned from this exercise/activity.

Ask if they have any questions related to what they have talked about so far.

Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

Notes 📋 ——		

## Unit 9. 6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

## **Unit Objectives**



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

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

### Resources to be used



- Participant Handbook
- Blank sheets of paper
- Pens

### - Ask



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	





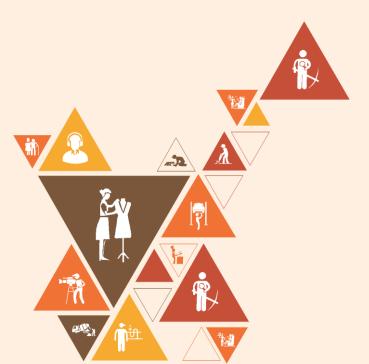


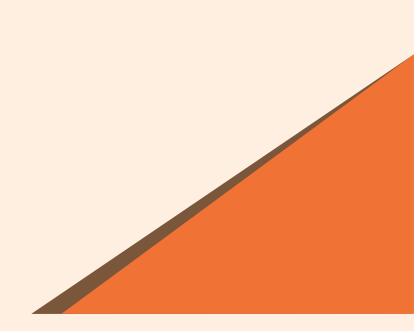


# 10. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria





# Annexure I: Training Delivery Plan

Training Delivery Plan								
Program Name:	General Houseke	General Housekeeper						
Qualification Pack	DWC/Q 0102							
Name & Ref. ID								
Version No.	1.0	Version Update Date	02/07/2016					
Pre-requisites to	Class V preferable	2						
Training (if any)								
Training Outcomes	<ul> <li>Carryout basic tidying up room household production.</li> <li>Carry out basic and organising</li> <li>Prepare and mocountertop, cakitchen safety</li> <li>Garbage dispossafely dispose</li> <li>Maintain healt healthcare issument with them, eth</li> <li>Create a position and conduct wown Managing self,</li> </ul>	this programme, participants will be able housekeeping services: Sweeping, dusting ms and arranging articles at their appropriated ducts and equipment etc.  I laundry and making beds: Sorting, washing the clothes, linen and upholstery, making aintain routine cleaning of the kitchen: Cleaning and organisal and clean environment: Identifying and of the household waste, keep the house behy, safe and positive relationship at workpite and their treatment, basic emergencies ical behaviour and time management we impression of oneself in the household: ith the employer, how to bridge cultural dimoney and dignity at workplace: Awarene ging personal finances, maintain self-respending to the control of the self-respending personal finances, maintain self-respending to the control of the control of the household:	a, mopping, washing utensils, ate place, handling basic and divide the place, handling basic and divide the place. The place of household waste, and the place of household waste, at home and how to deal affective communication difference as about health and					

SI. No.	Module Name	Session Name	Session Objectives	NOS Refere nce	Methodology	Training Tools/ Aids	Duration (Hours)
1	Introduction	<ul> <li>Icebreaker</li> <li>Objectives of the Program</li> </ul>	<ul> <li>Build rapport         with fellow         participants of         the program</li> <li>State the         Objectives of         the Program.</li> </ul>	N/ A	Icebreaking Activities, Discussions, Interaction, Lectures.	PPT, Projector & Screen, Participants Handbook, Audio Visual.	T: 03:00 P: 02:00
2.	Introduction	<ul> <li>Domestic         Workers         Sector in India</li> <li>Job Role of a         General         Housekeeper</li> </ul>	<ul> <li>Discuss         emerging trends         in the domestic         workers sector         in India</li> <li>Explain the         categorisation of         domestic         workers in India</li> <li>Understand the         reasons for the         growth of         domestic         workers sector         in India</li> <li>Discuss the         emerging trends         in domestic         workers sector         in India</li> <li>Understand the         roles and         responsibilities         of a General         Housekeeper</li> </ul>	N/A	Discussions, Interaction, Lectures.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Chart Paper, Board Marker, Pens, Pencils, etc.	T: 03:00 P: 02:00

3.	Carry Out Basic Housekeepin g Services	Sweeping,     Dusting and     Mopping of the     house.	<ul> <li>Describe different area of the house</li> <li>Identify the common household appliances &amp; furnitures.</li> <li>Choosing right cleaning agents and tools for cleaning different areas of the house.</li> </ul>	DWC/ N0101 PC1, PC3,PC 4,KB1, SA1, SA2, SA3, SA4,SA 5,SA6, SA7, SA8, SA9 SB1, SB2, SB3 SB4, SB5, SB6, SB7, SB8	Discussions, Interaction, Lectures, Demonstratio n.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, brooms, various cleaning brushes and agents,etc.	T: 04:00 P: 05:00
4.	Carry Out Basic Housekeepin g Services	Washing and Placing Kitchen Utensils	<ul> <li>Categorising different utensils as per their usage.</li> <li>Washing different types of utensils.</li> <li>Operation of dishwasher.</li> <li>Storing of different utensils.</li> </ul>	DWC/ N0101 PC1, PC2, PC3,PC 4, PC9,PC 12,PC1 3, KA1, KB1,KB 2,KB4, SA1, SA2, SA3, SA4,SA 5,SA6, SA7,SA 8, SA9 SB1, SB2, SB3 SB4, SB5, SB6, SB7, SB8	Discussions, Interaction, Lectures, Demonstratio n.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, brooms, various cleaning brushes and agents, Vacuum Cleaner, Housekeepin g Products, Dishwashing gel, Scrubs and sponges, utensils, different types of Mops, etc.	T: 06:00 P: 10:00

5.	Carry Out Basic Housekeepin g Services	Tidying Up of Rooms.	<ul> <li>Operation of vacuum cleaner for cleaning purposes.</li> <li>Process of tidying up a room.</li> <li>Process of cleaning the bathroom.</li> <li>Maintaining cleanliness of the bathroom.</li> </ul>	DWC/ N0101 PC1,PC 9,PC12 ,PC13, KA1, KB1,KB 2,KB4, SA1, SA2,SA 3,SA4, SA5,SA 6,SA7, SA8, SA9, SB1, SB2,SB 3,SB4, SB5,SB 6,SB7, SB8	Discussions, Interaction, Lectures, Demonstratio n.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, vacuum cleaner, cleaning agents, water, etc.	T: 05:00 P: 10:00
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SI.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
6.	Carry Out Basic Laundry and Bed Making	Sorting,     Washing &     Drying the     Clothes.	Importance of doing laundry. Different methods of laundry. Rules of sorting the laundry. Washing of different clothes/linen/upholstery using appropriate product. Drying different clothes.	DWC/N0102 PC1, PC2, PC3, PC4, KA1, KA2, KB1, KB2, KB4, SA1, SA2, SA3, SA4.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, Detergent Powder, liquid, bars, brush, different types of clothes, clothesline or drying stand, clothespins , etc.	T: 04:00 P: 07:00
7.	Carry Out Basic Laundry and Bed Making	Sorting,     Washing &     Drying the     Clothes	Operation of automatic washing machine.     Operation of semiautomatic washing machine.	DWC/N0102 PC1, PC2, PC3, PC4, KA1, KA2, KB1, KB2, KB4, SA1, SA2, SA3, SA4.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, Detergent Powder, liquid, bars, brush, different types of clothes, clothesline or drying stand, clothespins , Washing Machine, etc.	T: 03:00 P: 07:00

SI.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
8.	Carry Out Basic Laundry and Bed Making	<ul> <li>Ironing and Folding the Clothes.</li> <li>Organizing the clothes.</li> </ul>	Importance of ironing clothes.  Methods of ironing different types of clothes.  Importance of folding clothes.  Techniques of folding different clothes.  Importance of organizing clothes.  Methods of organizing clothes.	DWC/N0102 PC3, PC4, PC5, PC6, PC7, KA1, KA2, KB1, SA1,SA2,SA3 ,SA4,SA5,SA 6,SA7,SA8, SA9, SB 1, SB2,SB3,SB4 ,SB5,SB6,SB 7, SB8,SB9,SB1 0,SB11, SB	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, Iron, Types of garments, Aluminum foil, water spray, cloth starch, hanger, bed sheets, pillow covers etc.	T: 04:00 P: 04:00
9.	Carry Out Basic Laundry and Bed Making	Bed Making	<ul> <li>Learning bed making.</li> <li>Process of bed making.</li> </ul>	DWC/N0102 PC8, PC9, SA1,SA2,SA3 ,SA4,SA5,SA 6, SA7,SA8, SA9 ,SB 1,SB2,SB3,S B4,SB5,SB6, SB7 ,SB8,SB9,SB 10,SB11, SB	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, bed, pillows, bed cover, etc.	T: 04:00 P: 07:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
10.	Prepare and Maintain Routine Cleaning of the Kitchen	Kitchen     Cleaning and     Organizing	<ul> <li>Importance of kitchen cleaning.</li> <li>Steps of cleaning the kitchen.</li> <li>Organizing the kitchen.</li> </ul>	DWC/N0103 PC1, PC2, KA1, KA2, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, cleaning agents, mops, napkins, duster, racks, utensils, containers, kitchen appliances, etc.	T: 04:00 P: 07:00
11.	Prepare and Maintain Routine Cleaning of the Kitchen	Cleaning of the kitchen cabinets.	Process of cleaning the kitchen cabinets.	DWC/N0103 PC1, PC2, KA1, KA2, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, cleaning agents, duster, napkins, broom, mop, kitchen cabinets, etc.	T: 02:00 P: 04:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
12.	Prepare and Maintain Routine Cleaning of the Kitchen	Cleaning of the kitchen appliances.	Process of cleaning different kitchen appliances.	DWC/N0103 PC3, PC4, KA1, KA2, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, cleaning agents, dusters, nylon brushes, vinegar, microwave, mixer grinder, toaster, etc.	T: 03:00 P: 07:00
13.	Prepare and Maintain Routine Cleaning of the Kitchen	Cleaning and Organizing the Refrigerator.	<ul> <li>Process of cleaning the refrigerator.</li> <li>Process of organizing the refrigerator.</li> <li>Keeping the kitchen safe.</li> </ul>	DWC/N0103 PC8, PC9, PC3, PC4, KA1, KA2, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, refrigerator , cleaning agents, nylon brushes, vinegar, duster, first aid box, fire extinguishe r, etc.	T: 03:00 P: 07:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
14.	Garbage Disposal and Clean Environment	Garbage     Disposal	<ul> <li>Different types of waste materials in the house.</li> <li>Categorizing waste into multiple heads like Dry, Wet, Dangerous, etc.</li> <li>Safely disposing each type of waste.</li> </ul>	DWC/N0104 PC1, PC2, PC3, PC4, PC5, KA1, KA2, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, cleaning agents, broom, mop, garbage bins, black plastic bags, etc.	T: 04:00 P: 05:00
15.	Garbage Disposal and Clean Environment	Keeping the house bugsfree.	<ul> <li>Importance of keeping the house bugs-free.</li> <li>Different techniques to keep the house bugs-free.</li> </ul>	DWC/N0103 PC6, KA1, KA2, KB4, KB5, KB6, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, cleaning agents, duster, napkins, broom, mop, soap solution in spray bottles, insecticides , mint tea bags, cucumber, waste bins, etc.	T: 05:00 P: 05:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
16.	Maintain health, safety and positive relationship in the workplace.	Basic     healthcare and     emergency     procedures.	Common health issues and their treatment. Basic emergencies at home and the way to deal with them.	DWC/N0107 PC1, PC2, PC3, PC4, KA1, KA2, KB1, KB2, KB3, KB4, KB5, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00
17.	Maintain health, safety and positive relationship in the workplace.	Ethical behaviour and time management.	<ul> <li>Ethical behaviour and its benefits,</li> <li>Importance of time managemen t.</li> </ul>	DWC/N0107 PC5, PC6, PC7, KA1, KA2, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
18.	Create a Positive Impression of Oneself in the Household.	Dressing up for work and basic etiquettes.	<ul> <li>Dressing up for work.</li> <li>Basic etiquettes.</li> </ul>	DWC/N0108 PC1, PC2, KA1, KA2, KB1, KB2, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00
19.	Create a Positive Impression of Oneself in the Household.	Effective communication.	Importance of effective communicati on.     Basics of effective communicati on.	DWC/N0108 PC3, PC4, PC5, KA1, KA2, KB3, KB4, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00

Sl.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration (Hours)
20.	Managing self and money.	Managing self- health and hygiene.	<ul> <li>Benefits of being healthy, hygienic and disease-free.</li> <li>Taking appropriate measures and seeking medical help in case of casualty.</li> </ul>	DWC/N0109 PC1, PC2, PC4, PC5, PC6, PC7, KA1, KA2, KB1, KB2, KB3, KB5, KB6, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00
21.	Managing self and money.	Managing     Personal     Finances.	<ul> <li>Process of managing personal finances.</li> <li>Process of opening a bank account.</li> <li>Insuring the future of one's family.</li> </ul>	DWC/N0109 PC3, KA1, KA2, KB4, SA1, SA2, SA3, SA4, SA5, SA6, SA7, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8.	Discussions, Interaction, Lectures, Demonstration.	PPT, Projector & Screen, Participants Handbook, Audio Visual, Laptop, white board, marker, etc.	T: 04:00 P: 05:00

# **Annexure-II:** <u>Assessment Criteria</u>

ASSESSMENT CRITERIA	
Job Role	General Housekeeper
Qualification Pack	DWC/ Q0102, V 1.0
Sector Skill Council	Domestic Workers

SI. 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 for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/ training center (as per assessment criteria below).
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 50% in aggregate and 50% in each NOS.
6	The marks are allocated PC wise; however, every NOS will carry a weight age in the total marks allocated to the specific QP
7	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

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Assessable Outcome (NOS CODE AND DESCRIPTION)	Assessment Criteria (PC)	Tot Ma rks	Out of	Theo ry	Skills Practical
DWC/ N 0101 (Carry out basic housekeepin g services)	PC1 Sweep, scrub and mop rooms, hallways, lobbies, lounges, restrooms, corridors, elevators, stairways and storage room using brooms, scrubbers and mops PC2 Dust off air conditioners, ceiling fans, rugs, carpets, exhaust fans, fireplace chimney, upholstered furniture, artefacts, etc. PC3 Empty garbage cans, ash-trays etc. and transfer waste to the waste disposal areas PC4 Remove dust from carpets, rugs, sofas etc. using appropriate equipment PC5 Wash dishes, glassware, pots or pans by hand or using equipment PC6 Place clean dishes, utensils, or cooking equipment in storage areas PC7 Fold and carry bed sheets, towels, tablecloths etc. from one place to another PC8 Transfer toilet items and clean supplies from one place to another PC9 Remove the dirty bedding and pillow cases and replace them with fresh, clean ones PC10 Scrub the toilet, wash the shower/bathtub, scrub the floor and tidy the counter and sink PC11 Ensure that all kitchen appliances such as cooking ranges, dishwashers and microwaves are cleaned and maintained properly PC12 Operate daily use appliances like fridge, microwave, washing machine, cooking range etc. PC13 Clean/wipe the appliances on a daily basis considering different appliances need different cleaning procedures	70	6 6 6 6 4 4 4 6 6	2 2 2 2 2 2 2 2 2	4 4 4 4 2 2 2 2 4 4 4 4
	production	Total	70	26	44
DWC/ N 0102 (Carry out basic laundry and	PC1 Categorise clothes/linen/upholstery before washing - whites, coloured, home clothes, delicates, woollens, curtains, pillow, bed sheets, dusters/floor mops/doormats etc. and wash them in separate batches PC2 Wash clothes/linen/upholstery using		6	2	4
making of beds)	appropriate product PC3 Wash clothes using basic features of washing machine or by hands		6	3	3
	PC4 Take clothes from the washing unit and spread appropriately for drying PC5 Fold the dried clothes	50	6	2	4 2

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	PC6 Iron clothes and then stack them				,
	properly		6	2	4
	PC7 Arrange clothes in the appropriate				
	cupboards, almirah, store rooms etc.		6	3	3
	PC8 Change the bed sheets and pillow				
	cases at regular intervals and keep a				
	check for any spills etc.		6	2	4
	PC9 Spread a bedcover if required		4	2	2
		Total	50	20	30
	PC1 Maintain hygiene while transferring things from kitchen cabinets, fridge, bathroom cabinets, wardrobes in				
	dressing area, cupboards in bedroom, living room etc. in order to empty and				
DWC / N	clean the shelves		6	2	4
0103 (Prepare and maintain	PC2 Organize things back appropriately  – discard waste like rotten fruits & vegetables from the fridge, soiled/greased containers from the				
routine cleaning of	kitchen cabinets, dirty towels etc. from the bathroom cabinets		6	2	4
the kitchen)	PC3 Ensure that all kitchen appliances				
,	such as cooking ranges, dishwashers and				
	microwaves are cleaned and maintained				
	properly		4	2	2
	PC4 Clean/wipe the appliances				
	appropriately after use on a daily basis	20	4	2	2
		Total	20	8	12
	PC1 Identify waste material from various				
	parts of the house		4	2	2
	PC2 Categorize waste in multiple heads				
DWC / N	like dry, wet, plastics, paper etc.		4	2	2
0104(Garba	PC3 Transport waste to the disposal area		4	3	3
ge Disposal	PC4 Dispose waste according to its type		6	3	3
and Clean	PC5 Take precautions while disposing				
Environme	sharps/medical waste/chemical waste				
nt)	etc.		6	2	4
	PC6 Keep the house clean of flies,				
	mosquitoes and other bugs and insects				
	by using appropriate products	30	6	2	4
		Total	30	13	17
	PC1 Identify basic health concerns like				
	fever, cold & cough etc. for self and other				
DWC/N	family members		6	3	3
0107	PC2 Understand what to do in case of an				
(Maintain	emergency at home and use of		_	_	_
health,	emergency helpline numbers etc.		6	3	3
safety and	PC3 Seek help during emergency from				
positive	neighbourhood and inform people who				
relationship	aren't at home at that time		6	2	4
at the	PC4 Use fire extinguishers etc.		6	2	4
workplace)	PC5 Display ethical behaviour at all times		6	2	4
	PC6 Follow safety procedures		6	2	4
	PC7 Manage time effectively, especially	40			
	in case of a health concern or emergency	40 <b>T</b> 242	4	2	2
		Total	40	16	24

	PC1 Dress up appropriately at work PC2		6	3	3
DWC / N 0108(Creat	Be calm in case of a conflicting or stressful situation; understanding and then asserting himself / herself		6	2	4
e a positive impression of oneself	PC3 Maintain a clear channel of communication by sharing everything with the employer		6	2	4
on the household)	PC4 Maintain a positive demeanour and smile when communicating with the employer		6	2	4
	PC5 Work to bridge the cultural differences with the family	30	6	2	4
		Total	30	11	19
	PC1 Keep himself/ herself healthy, hygienic and disease-free		6	2	4
	PC2 Take appropriate measures and seek medical help immediately in case of				
DWC / N	any casualty		6	2	4
0109(Mana	PC3 Manage his/her earnings aptly		4	2	2
ging self, money and	PC4 Carry himself/herself with respect and dignity		6	3	3
dignity at workplace)	PC5 Manage healthy relationships with his/her employer		6	3	3
	PC6 Perform all the duties and responsibilities with full vigour and				
	diligence		6	2	4
	PC7 Exercise his/her rights and benefits	40	6	2	4
		Total	40	16	24
	Grand Total	280	280	110	170
	Percentage Weightage:			40%	60%
	Minimum Pass% to qualify (aggregate	<u>e):</u>			50%

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Price: 130/-

