













Sector
Handicraft and Carpet

Sub-Sector Carpet

Occupation Weaving

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NSQF Level: 3

Handloom Weaver (Carpets)

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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



#### - Acknowledgement -

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The preparation of this guide would not have been possible without the Handicraft Industry's support. Industry feedback has been extremely encouraging from inceptio to conclusion and it is with their input that we have tried to bridge the skill gaps existing oday in the Industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

#### - About this Guide ———————

This Facilitator Guide is designed to enable training for the Handloom Weaver (Carpets) Qualification Pack (QP). Each National Occup tional (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Units for that NOS.

- Run hand operated loom efficietly
- Maintain work area, tools and machines
- Working in a team
- Maintain health, safety and security at workplace
- · Comply with industry and organizational equirement

The symbols used in this book are described below.

#### Symbols Used ———



Activity



Ask



Demonstrate



Do



Explain



KLOs



Notes



Practical



Resources



Say



Steps



Summary

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# 1. Introduction to Trade

Unit 1.1 – Icebreaker

Unit 1.2 – Carpet sector in India

Unit 1.3 – Job Role of a Handloom Weaver (Carpets)



# Key Learning Outcomes 🖔

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

- 1. Build rapport with fellow participants of the program
- 2. Discuss the Carpet sector in India, and its sub-sectors
- 3. Define the artwork that comes under Carpet looming.
- 4. Name the states that are more productive in carpet looming work.
- 5. Identity the products that are made by handloom.
- 6. Describe the work area of Handloom Weaver (Carpets).
- 7. Identity the opportunities or Handloom Weaver (Carpets).

#### **UNIT 1.1: Icebreaker**

#### **Unit Objectives**



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

- 1. Introduce each other
- 2. Build rapport with fellow students and the trainer
- 3. Identify the interest of fellow students

#### Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- A small parcel or any objects or instruments to be used for the icebreaking acvity.

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the students least expect it. The person who has the parcel at that time should et out.
- Those who get out should introduce themselves by providing their names and a little additional informatio such as favorite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.



Thank the students for their participation



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

### **UNIT 1.2: Carpet Sector in India**

#### Unit Objectives 6



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

- 1. Discuss about the Carpet sector in India, and its sub-sectors
- 2. Define the artwork that comes under carpet sector.
- 3. Identify the areas that are more productive in carpet production.



- Ask the students to define what carpet is.
- Give the students some time and let them discuss with each other to come up with best definitio
- Ask the students if they have seen carpets anywhere. If they say yes then ask them to tell the shape and size
- Ask the students if they know about manufacturing of carpets.
- Invite the students who have seen carpets being made and ask them to share their experience.
- Discuss about the history of carpets.
- Discuss the products that fall under carpet sector.
- Explain the job of handloom weaver.

### **UNIT 1.3: Job Role of Handloom Weaver (Carpets)**

### Unit Objectives 6

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

- Discuss the work area of Handloom Weaver.
- Recognize the opportunities for Handloom Weaver.

- A handloom weaver is a person having knowledge and skills in weaving carpets.
- There is a lot of scope for handloom weaver in India as well as abroad.
- Apart from working in an industry, a handloom weaver can become entrepreneur.
- The job takes very little investment and gives high returns based on your skills.



- You could ask the students what they know about the handloom weaving.
- Give students some time to think about how the sector of handloom weaving has changed in the last five
- Set the context and describe the job role of handloom weaver.
- Show some products made by handloom weaver
- Discuss the opportunities available for handloom weaver in India as well as Foreign.

- Ask the students about the responsibilities of a handloom weaver.
- Ask the students about history of handloom weaving in the world and India.











# 2. Loom Fabric

Unit 2.1 – Properties of Loom Fabric



HCS/N5415

# Key Learning Outcomes 🕎

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

- 1. Identify the type of fabrics for looming
- 2. Identify various fabric parameters.
- 3. Describe various tests for identifying quality of fabric.
- 4. Select the right fabric for a requirement.

# **UNIT 2.1: Properties of Loom Fabric**

### Unit Objectives 6



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

- 1. Identify the type of fabrics for looming
- 2. Identify various fabric parameters.
- 3. Describe various tests for identifying quality of fabric.
- 4. Select the right fabric for a requirement.



- Explain the importance of right loom fabric in carpet weaving.
- Discuss the type of loom fabrics.
- Show the woven fabric to students.
- Discuss the Fabric parameters for selection of loom fabric.

### 2.1.1: Properties of Loom Fabric



- Fabric is made from yarns, which in turn are made from fibers.
- Fibers and yarns are interlaced (woven), interlooped (knitted) or bonded together (nonwoven) to make fabrics.
- In this session, you will learn about properties of handloom fabrics.

- Show the students different type of knitted, woven and non-woven fabrics
- Ask the students to suggest some products where they have seen these fabrics.
- Give students some time to think and then discuss the products possible on knitted, woven and non-woven fabrics.

# Summarize 2

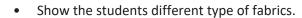


- Summarize the type of fabrics.
- The trainer can ask questions in the end to check understanding of trainees.

#### 2.1.2: Fabric Parameters



- Like everything is this world, fabrics also have some properties by which they are defined and differentiated.
- In this session, you will learn about properties of handloom fabrics. You will also learn about how to select correct fabric for your purposes.



- Ask the students to name a few properties of fabrics.
- Ask the students about parameters based on which fabrics are selected.
- Give students some time o think and then discuss the properties and pa ameters of fabrics

### Summarize 2



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









# 3. Pre-Looming Operation

Unit 3.1 – Hand Operated Loom and Functionin

Unit 3.2 – Preparing Yarn for Weaving



# Key Learning Outcomes 👸

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

- 1. Discuss the functions of a handloom.
- 2. Identify various parts of a handloom.
- 3. State how looming works.
- 4. Prepare yarn for weaving.

### **UNIT 3.1: Performing Looming Operation**

# Units Objectives



- 1. Discuss the functions of a handloom.
- 2. Identify various parts of a handloom.
- 3. State how looming works.



- Show a handloom machine to students.
- Discuss the history of handloom and khadi.
- Show individual parts of handloom to the students.
- Explain the function of each part of handloom in detail.
- Demonstrate the functioning of handloom in front of students.

### 3.1.1: Introduction to Handloom



- A handloom is a simple machine used for weaving.
- The history of the earliest handlooms is sketchy. Archeologists have found evidence of weaving dating back to the eighth millennium B.C. in regions of Mesopotamia and Turkey.
- Fabrics woven out of hand spun yarn on handlooms are called "khadi", while mill spun yarn woven on handlooms is called "handloom" fabrics.



- Show a handloom to the students.
- Show some samples of khadi and handloom fabric to students.
- Display a carpet woven on the handloom
- Ask the students to suggest some more products that can be made on handloom.
- Give students some time to think and then discuss the products possible on handloom.

#### -Summarize 俎



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

#### 3.1.2: Parts of Handloom



- Weaving is done on a machine called a loom. All the weaves that are known today have been made for thousands of years.
- The precise shape of the loom and its mechanics may vary, but the basic function is the same. Warp yarns are held tight within the loom, and weft arns are inserted and pushed into place to make the fabric.
- In this session, we will identify the functions of various parts of handloom.



- Tag each part of the handloom to identify the names of the different parts of a handloom easily before class begins.
- Show the handloom with named parts to students and ask them to memorize the names.
- After giving some time to students, remove the tags and ask the students about name of various parts.

#### Demonstrate 🚌



Demonstrate the function of each part of handloom to students.

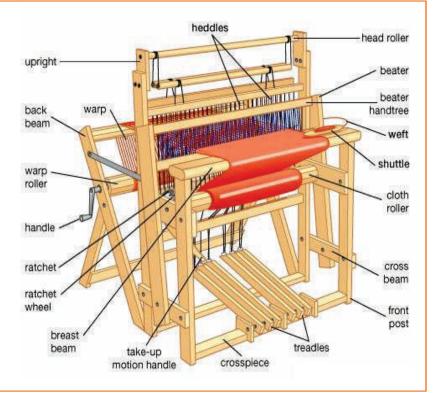


Figure 3.1. 2 Parts of Handloom

#### Summarize 2



- Summarize the functions of each part of handloom
- The trainer can ask questions in the end to check their understanding.

#### **Practical**



- Assemble the trainees in one place.
- Explain the purpose and duration of the activity .
- Set guidelines pertaining to discipline and expected tasks.

Skill Practic				Time
Identification of handloom handloom parts (refer fig 31.3	 assembling	and dis-assembling	of	6 hours







Figure 3.1.3 Reed

Figure 3.1.4 Heddle

Figure 3.1. 5 Shuttle







Figure 3.1. 7Lease and Beam Stick

Figure 3.1. 8Threading Hook



Figure 3.1. 6 Beater



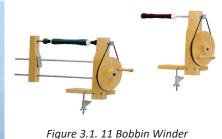


Figure 3.1. 9 Boat Shuttle

Figure 3.1. 10 Bobbin

- Make two groups with equal number of students so that each student can understand the process clearly. If you have students more than 12 than form three groups.
- Dis-assemble each component of handloom and explain its function aswell.
- Ask the students to remember the sequence when you are dis-assembling the components.
- Once all the components are dis-assembled, start assembling the components while asking the students to suggest the next assembly part.
- Now, ask one volunteer to repeat the process.
- Ask the other students to help him/her in assembly and dis-assembly process.

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- Ask participants if they have any doubts.

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Figure 3.1. 15 Warping

Figure 3.1. 16 Shedding

Figure 3.1. 17 Picking



# **UNIT 3.2: Preparing Yarn for Weaving**

### 



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

- 1. Identify the process of preparing yarn for weaving
- 2. Describe the process of sizing yarn required for weaving.



- Discuss the procedure of preparing yarn for weaving.
- Discuss the importance of preparing yarn for weaving.
- Demonstrate the steps for preparing yarn for weaving.

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**Warping**. The twist is comprised of cotton strings (yarn) organized lengthwise, extended on the loom towards the weaver. To make the twist, yarn is twisted to the required length on a warping wheel.

Figure 3.2. 1 Warping



Figure 3.2. 2 Sizing of Yarn

**Sizing**. The prepared warp is treated with starch and oil to accomplish stiffness and smoothness enough to withstand the rigour of weaving, a process known as *sizing*. Sizing is done by hand for *pit loom* weaving, for which the warp is stretched along its length on a bamboo frame. Natural starch is used, made from local staples like rice or millets, sprayed onto the stretched warp, then brushed with a *sizing brush* to spread it evenly and ensure that each thread is coated.





Ask participants if they have any doubts.

# Practical 🞇

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

Yarn, starch and oil, sizing brush, bobbins

Manufacturing of woven fabric involves various steps as shown in below figure.

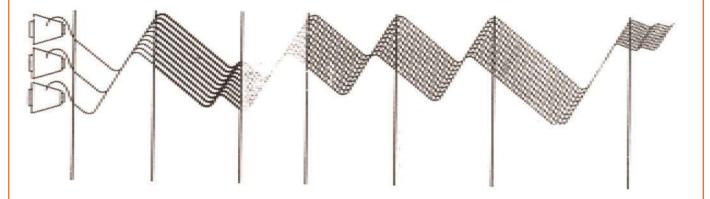


Figure 3.2. 3 Phases of weaving

Yarn preparation for weaving mainly involves two steps:

Warping

Sizing

#### Do 🗸

- Ask the students to perform the steps as demonstrated in the previous session.
- Make sure each student prepared right quality of yarn.









# 4. Looming and Post-Looming Operation

Unit 4.1 – Performing Looming Operation

Unit 4.2 – Performing Post-Looming Operation



# Key Learning Outcomes 🔯

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

- 1. Identify various components of hand operated loom
- 2. Describe the functioning of hand operated loom.
- 3. Identify the operations to be performed after looming.
- 4. Describe the tools and procedures of trimming, rolling and inspection of carpets.

### **UNIT 4.1: Performing Looming Operation**

# Unit Objectives 6



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

- 1. Identify various components of hand operated loom
- 2. Describe the functioning of hand operated loom.
- 3. Describe the process of weft oparations.
- 4. Identify the different type of weaves



- Ask the students for volunteer to demonstrate the steps of yarn preparation
- Discuss the yarn preparation in d tails with history.
- Demonstrate the procedure of Weft operation
- Discuss the five operations that are generally done to perform looming.
- Demonstrate the other important operations that are done during looming like removing harness and beater from loom, placing warp beam stick in loo s of warp, changing bobbins and so on.
- Discuss the types of weaves and also explain the weave types which are useful for carpet weaving.

#### · O ng

O



- Looming is the process of passing warp over the weft
- Before looming, we do warp preparation and weft preparation
- In this session, we will learn to prepare waft and weft for different setups
- Later in this session, we will learn to perform looming.

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- Ask the students to define what is warp and what is weft.
- Ask them to identify the loom parts used for warp and weft.

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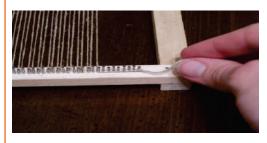


• Demonstrate the process of preparing warp.



**Spooling:** Yarn is wound on large spools, or cones which are placed on a rack called a creel from this yarns are wound on warp beam, which is similar to huge spool.

Step 1 - Figure 4.1. 1 Spooling



**Warping:** The sized yarns are then wound on a final warp beam and are ready for the loom. The warp beam prepared now is then mounted on looms.

Step 2 - Figure 4.1. 2 Warping

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

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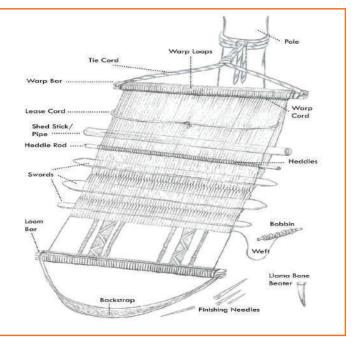
- Looming cannot be done by just moving warp over weft, there are many other processes that are important for smooth running of looming operations
- In this session, we will discuss these important operations



• Demonstrate the conventional loom.

Before the invention of conventional loom, back strap loom was in existence. Later, the conventional loom replaced the back-strap loom which is now-adays not in use. The above given preparatory procedures were not followed in the back-strap loom since the fabric was prepared manually. On conventional loom, the warp beam is mounted at the back and warp yarns are conveyed to a cylinder called cloth roll, which is at the front of the loom and on which fabric is rolled as it is constructed.

Figure 4.1. 2 Conventional Loom





There are basically 5 types of operations which are common in each type of looming.

O It is raising and lowering of warp yarns by the harness to make an opening for the weft yarns to pass through. The raising of the alternate warp yams formed an inverted V opening or shed, through which the filling yarn was inserted, on the modern looms, shedding operations are performed automati ally by the harness.

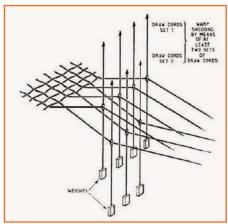


Fig 4.1.2 (a) Shedding

= it is a rectangular frame, to which a series of wires called Heddles are a. ached. As each warp yam comes from the warp beam, it must pass through an opening like "eye of a needle" in the middle of the heddle. The operation of d awing each warp yarn through appropriate heddle eye is known as "drawing in".

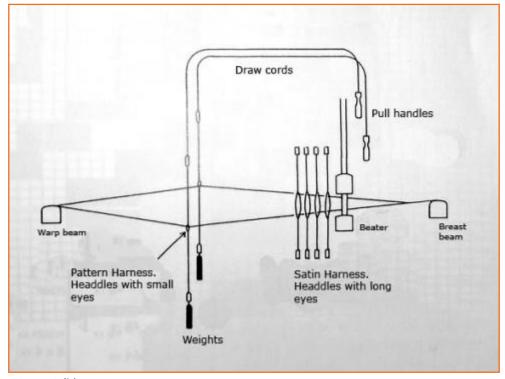


Fig 4.1.2 (b) Harness

**h** It is the actual process of placing the weft yarns in the shed. This is done using a device known as 'shuttle. It has a metal strip in which bobbin or pin is inserted.

As the harnesses raise the heddles which in turn raise the warp yarns, the filling yarn is inserted through the shed by a carrier device. A single crossing of the filling from one side of the loom to the other is called a pick.

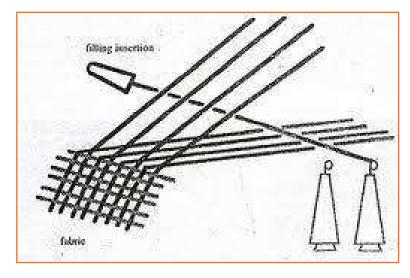
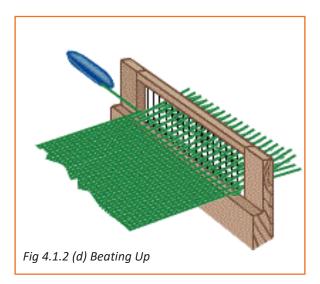


Fig 4.1.2 (c) Picking

" y Sometimes called beating in or beating up, consists of evenly packing the filling yarns into position in the abric. It gives a compact construction o the fabric.

All warp yams pass through heddles eyes and through openings in another frame that resembles a comb and is called a Reed. With each picking operation, the reed automati ally beats each filling yarn against the portion of the abric that has already been formed. It gives the fabric a firm and ompact construction



**u** it involves taking up the newly manufactured fabric onto the cloth beam and letti off or releasing yarn from the warp beam. The operation maintains uniform distance and tension from warp beam to harness to completed cloth.

### O



- Summarize the looming procedure and related processes.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

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- The manner in which groups of warp yarns are raised by the harness to permit the insertion of the filling yarn determines the pattern of the weave.
- There are three basic weaves. They are plain weave, twill weave and satin weave.
- All other weaves are a variation or a ombination of these weaves.
- In this session, we will learn about the weave structures that are suitable for handloom weaving.





- Show some samples of weave structures to students.
- Un-wrap the weaves in front of students to show them insight of weave structures.
- Discuss the properties of plain weave and twill weave structures.



Demonstrate the methods of creating different type of weaves to the students.

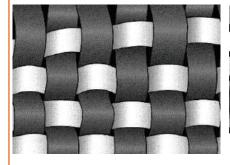
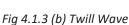


Fig 4.1.3 (a) Plain Wave





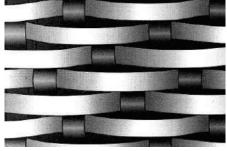


Fig 4.1.3 (c) Satin Wave



- Summarize the properties of different weaves and their creation methods.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

# Practical 🔀

Ask the students to carryout looming operations individual .

Skill Practic	Time	Resources
Performing looming operations and creating different type of weaves		Handloom, yarn, thread of different strengths and colors, Samples of weave structures

### **Follow Stepwise Processing**

- Step 1 Warp preparation
- Step 2 Weft Preparation
- Step 3 Carrying out looming process
- Step 4 Removing harnesses and beater from loom
- Step 5 Pllacing warp beam stick in loops of warp
- Step 6 Placing shed or lease sticks in warp
- Step 7 Spacing warp in raddle
- Step 8 Winding warp on warp beam

- Step 9 Replacing beater and harnesses
- Step 10 Threading the warp through the reed
- Step 11 Adjusting tension of all warp threads of apron
- Step 12 Placing extra thread in warp on a plain warp beam
- Step 13 Changing bobbins
- Step 14 Cutting warp
- Step 15 Choosing weaving structure



Fig 4.1.3 Step 5



Fig 4.1.3 Step 6





Fig 4.1.3 Step 7



Fig 4.1.3 Step 8



Fig 4.1.3 Step 9



Fig 4.1.3 Step 10

- Make sure each student has handloom, yarn, threads and other accessories as required for practical.
- Ask the students to prepare carpets of diffrent shapes and sizes.

# **UNIT 4.2: Post-Looming Operation**

### **Unit Objectives ©**



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

- 1. Identify various operations to be performed after looming carpets.
- 2. List the tools and procedures of trimming, rolling and inspection of carpets.

### Notes for Facilitation



- Ask the students to give their thoughts about what should be the post-looming operations
- Demonstrate the trimming and finishing arpets.
- Tell the students about importance of work area safety and security.
- Discuss the common measures to be taken at workplace to ensure your safety as well as safety of your colleagues.

### 4.2.1: Operations post Looming



- The operations that are done after looming make high impact on the quality of your workpiece.
- If the carpet is woven very well but trimming is not done then it will lower the impact of carpet on the customer.
- In this session, we will learn about trimming and finishing of carpets.



- Ask the students to perform trimming of carpets woven by them in previous sessions.
- Demonstrate the coloring of yarns by using dyes.
- Motivate students to maintain their work area safe and secure.
- Explain the work area safety and security guidelines.

### -Steps: Trimming the Edges Evenly $|oldsymbol{oldsymbol{oldsymbol{oldsymbol{\mathsf{T}}}}|$



Once you get the carpets loomed, make sure the edges of the carpets are equal. If they are not equal then follow the steps given next.

- **STEP 1:** Place the carpet on cutting able.
- STEP 2: Hold the extended edge side of carpet firmly using holding d vice.



Fig 4.2.1 (a) Placing and Holding the carpet on table

• **STEP 3:** Use the power tool like band-saw or hand-held reciprocating s w and cut the extra edges.



Fig 4.2.1 (b) Cutting Tool



Fig 4.2.1 (c) Cutting Tool

• STEP 4: Use the measuring tools to make sure all the sides are equally trimmed.

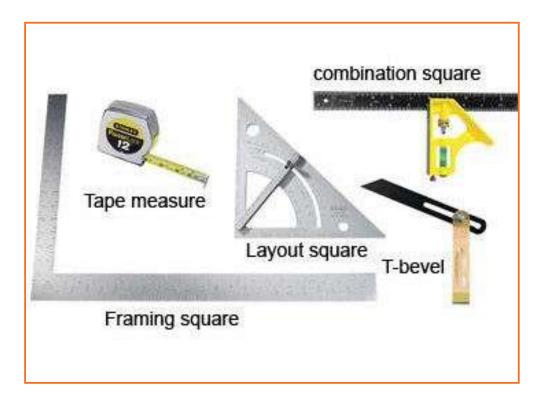


Fig 4.2.1 (d) Measurement Tools

### **Explain**



Once you have completed your work then you should make sure the work area is safe and secure for others. You should notice the ollowing points:

- **Understand the risks.** Once you know the particular hazards of your job or workplace, you can take steps to reduce your risk of work-related injury or illness.
- **Reduce workplace stress.** Common causes include long hours, heavy workload, job insecurity and conflict with co-workers or bosses. Stress can lead to depression, sleeping difficultiand problems with concentration
- **Take regular breaks.** Staying fresh and alert will help you avoid injury or burnout. Schedule the most difficu tasks of each day for times when our concentration is be t, such as fi st thing in the morning.
- **Avoid stooping or twisting** Use ergonomically designed furniture and equipment, and rearrange your work area so that everything you need is within easy reach.
- Use mechanical aids whenever possible. Instead of trying to lift or carry a heavy object, use a wheelbarrow, conveyor belt, crane or forklift
- **Protect your back.** If you do need to pick up and carry heavy loads, keep the load close to your body and li with your thigh muscles.
- Wear protective equipment to suit the task. If worn correctly, gear such as earplugs, earmuffs, hard hat, safety goggles, gloves or full-face mask can dramati ally reduce your risk of injury.
- Stay sober. Alcohol and drugs are a contributing actor in around three per cent of workplace fatalities
- **Talk over any concerns.** Your employer or human resources manager need to be informed about hazards and risks. Your employer is legally obliged to ensure a safe working environment.

### Summarize | 2



- Summarize the steps of performing cleaning of the loom.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

# Practical 🞇

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

Skill Practic	Time	Resources
Performing step by step post looming operations	8 hours	Products created on handlooms, thread of di erent strengths and color, trimming tool, cu er/scissors, scale, measuring tape, cutting able

Maximum carpets are dyed after tufting, yet once in a while the yarns are dyed first. The methods encompass placing 500-1,000 pound (227-455 kg) of fiber into pressurized vats through which treated dyes are circulated, or passing the fiber continuously through the bathtub, or passing skeins of yarn thru the vat of dye. The yarn can also be placed on forms, and the heated dyes can then be compelled underneath strain from in the paperwork to shade the yarn. Another approach passes the yarn via printing rollers, whilst but another entails knitting the yarn onto a shape this is then printed with dyes earlier than the yarn is unraveled. All yarn that has been dyed is then steamed, washed, and dried.

You can manually dry the yarn if there is not enough lot size by using color in a bucket and sinking the yarn in it.



Figure 4.2. 1 Dyeing by Machine



Figure 4.2. 2 Dyeing Manually

### Do 🗸

- Ask the students to perform post looming operations on the carpets created by them.
- Ask them to ensure that their workstation is safe and secure.









# 5. Work Area Management

Unit 5.1 – Work Area Management



# Key Learning Outcomes 🔞

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

- 1. Describe the importance of managing workplace.
- 2. Perform various tasks to manage workplace.

### **UNIT 5.1: Work Area Management**

### Unit Objectives 6



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

- 1. Describe the importance of managing work area properly.
- 2. Discuss the benefits of work area management.
- 3. State how to build a good housekeeping plan.
- 4. Identify the elements of housekeeping.

### Notes for Facilitation



- Tell the students why they should manage their workplace properly.
- Discuss the benefits of managing orkplace properly.
- Prepare a plan of good housekeeping program in the institutio
- Ask the students to perform work area management.

### 5.1.1: Reason to Manage Workplace



- A clean workplace means more than just having a sparkling, fresh building. A clean workplace also ensures the safety and health of employees and visitors.
- In 2015 alone, nearly 3 million nonfatal workplace injuries and illnesses were reported by private industry employers. Workplace injuries can be prevented by taking action o ensure a clean, safe work environment.



- Ask the students to list the benefits of managing workplace properly.
- Ask the students about the reasons to manage workplace.

### Summarize 俎



- Summarize the reasons and benefits of managing workplace properly.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

### 5.1.2: Planning Good Housekeeping Program



- A good housekeeping program plans and manages the orderly storage and movement of materials from point of entry to exit. It includes a material fl w plan to ensure minimal handling.
- The plan also ensures that work areas are not used as storage areas by having workers move materials to and from work areas as needed.

### - Ask



Ask the students to perform housekeeping plan for workshop.

# **Explain**



- Explain the processes to be taken care of while preparing the housekeeping plan.
- Explain the key features of a good housekeeping plan.



Figure 5.1 2 (a) Performing Housekeeping



Figure 5.1. 2 (b) Cabinet for dangerous items

### Summarize 2



- Summarize the details of a good housekeeping plan.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

# Practical 🔀

• Ask the students to perform housekeeping and safety check at the work place. Also, ask them to make notes of the things that can be dangerous and should be improved.

Skill Practic	Time	Resources
<ul> <li>Perform safety check on the work area and suggest improvements.</li> <li>Perform housekeeping as per the plan prepared.</li> </ul>		Protecti e gears like goggles, mask, gloves, cleaning tools, electricity tester, accident report sheet, Inspection eport

Here are two reasons why a clean workplace also means a safe workplace:

### 1. Clean, dry floors to prevent slips and falls.



Figure 5.1 2 (c) Using Mop on floor

Maintaining clean, dry floors is essential for the prevention of slips and falls in the workplace. Different categories of floor cleaners serve different purposes. For example, alkaline cleaners are good for cleaning restaurant floors while acidic cleaners remove rust, scale, and oxides from floors. However, some products may contain chemicals that can be detrimental to your flooring, so be sure to talk with a cleaning professional about what is best for your facility. In addition, keep your floors dry by using absorbent materials, such as floor mats, in functional locations to remove moisture and soil from the bottom of shoes.

### 2. Disinfectants prevent the spread of germs and illness, including the flu.



Figure 5.1 1 (d) Applying Disinfectants on work area

Germs can easily spread throughout a workplace, particularly during flu season—but disinfecting surfaces and objects with EPA-registered, hospital-grade disinfectants can stop germs in their tracks.





- Make sure each student is contributing in the practical.
- Encourage the students which show less interest in the activity.









# 6. Importance of Health, Safety, and Hygiene

Unit 6.1 – Safety, Health and Hygiene

Unit 6.2 - Common Accidents and Preventio



# Key Learning Outcomes

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

- 1. Identify the common safety measures while working in studio.
- 2. Describe the benefits of health
- 3. Describe the measures to be taken to maintain hygiene in workshop.
- 4. Describe about the common accidents that occur in workshop.
- 5. Describe the preventive measures to be taken to minimize accidents.
- 6. Demonstrate the procedure to use fire extinguisher
- 7. Demonstrate the ingredients of First-Aid Kit.
- 8. Identify the methods of giving First-Aid in case of accident.

# UNIT 6.1: Safety, Health and Hygiene

### -Unit Objectives 🎯 -



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

- 1. Discuss the general safety measures while working in studio.
- 2. Discuss the benefits of health.
- 3. Identify the measures to be taken to maintain hygiene at workshop

### Notes for Facilitation



- Discuss the importance of safety at the workplace. Give some live examples if you have.
- Discuss what PPE (Personal Protective Equipment) is.
- Ask the students to discuss the important things to be taken care of while working in workshop.
- Ask the student what is the definition of health
- Tell the correct definition of health and discuss its impotance.

### 6.1.1: General Safety Rules



- There are some safety rules which are common on every type of manufacturing work. Like, you should never drink liquor when you are on work.
- You should not ignore the safety rules as it may cause injury to you and your colleagues nearby.



- Explain to the participa ts the importance safety rules.
- Divide the class into two groups and ask them to tell general safety rules one by one.
- If fi st group is not able to suggest safety rule then pass it to other.
- Give points to the groups on each correct safety rule suggested for the weaving area.

### Demonstrate |



- Rearrange the desks in the classroom in random way so that there is very narrow passage to pass through them.
- Ask one student to run through the passage and ask the other student to run behind him to catch.
- Soon the student will get stuck in the passage or hit the desk. Tell the students if the things were arranged properly this should not have happened.

### Steps: General Safety Rules 🖃



- **STEP 1:** Work intelligently.
- **STEP 2:** Keep studio space neat and orderly.
- **STEP 3:** Ensure appropriate ventil tion
- **STEP 4:** Have proper protecti e gear and cleaning supplies available.
- STEP 5: Wash hands and other exposed body parts a. er working, and before eating or using the bathroom.
- **STEP 6:** Maintain your health and fitness

### Summarize | 19



- Summarize the general safety rules.
- The trainer can ask questions in the end to check understanding of trainees.

### 6.1.2: Health



- There is a famous proverb "Health is Wealth" which means if a person is healthy he/she can do
- work and earn wealth.
- As defined by World Health Organization (WHO), Health is a "State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmit ."
- We should always stay healthy by mind, body and soul.

### **Explain**



- Explain to the participants the importance of health.
- Explain the methods to stay mentally healthy.
- Explain the methods to stay physically healthy.
- Explain why it is important to be healthy by soul means having good thoughts for work as well as your colleagues.

### Summarize 2



- Summarize the methods to stay healthy and fit
- The trainer can ask questions in the end to check understanding of trainees.

### 6.1.3: Maintaining Personal Hygiene



- Personal hygiene is a very important aspect of human which di erenti te us from animals.
- Personal hygiene involves very basic things like taking bath regularly, brushing teeth etc.

### **Explain**



- Explain the importance of maintaining personal hygiene.
- Explain how we can maintain personal hygiene.

### Demonstrate |



Demonstrate the effect of not maintaining personal hygiene with the help of videos. Source: (https://www.youtube.com/watch?v=zh7CACofsio)

### Summarize /2



- Summarize the methods to maintain personal hygiene.
- The trainer can ask questions in the end to check understanding of trainees.

### **UNIT 6.2: Common Accidents and Prevention**

### Unit Objectives 6 -



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

- 1. Describe the common accidents that occur in workshop.
- 2. Describe the preventive measures to be taken to minimize accidents.
- 3. Demonstrate the procedure to use fire extinguisher
- 4. Demonstrate the ingredients of First-Aid Kit.
- 5. Demonstrate the methods of giving First-Aid in case of accident.

# Notes for Facilitation | \_\_\_\_\_



- Discuss the common accidents that can occur in the workshop.
- Ask the students to suggest preventive measures by giving them some situations one by one.
- Discuss the preventi. e measures to be taken to minimize accidents.
- Explain various types of fire extinguisher.
- Demonstrate the functioning of fire extinguisher.
- Discuss the importance of First-Aid Kit
- Discuss about various components of First-Aid Kit.
- Demonstrate methods of giving First-Aid in case of emergency.

### 6.2.1: What is an Accident?



An accident is a specific, unpredictable, unusual and unintended external action which occurs in a particula time and place, with no appa ent and deliberate cause but with marked e ects.

# **Explain**



Explain the types of accidents.

### Demonstrate |



Demonstrate the common occurring accidents through videos or chart.

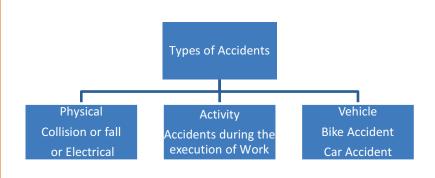


Figure 6.2.1 - Types of Accident

An accident is a specific, unpredictable, unusual and unintended external action which occurs in a particular time and place, with no apparent and deliberate cause but with marked effects.

Some of the more frequently encountered hazards include:

- 1. Electrical hazards
- 2. Hazard due to scissors and needle 3. Falling object hazards
- 4. Equipment failure
- 5. Fire Hazard

### Summarize 2



- Summarize the types of accidents and measures to be taken to stop them.
- The trainer can ask questions in the end to check understanding of trainees.

### 6.2.2: What is a Fire Extinguisher



Fire extinguishers are fire protection device used to extinguish or control small fires..

# **Explain**



- Explain the types of fire extinguishers..
- Explain the use of different type of fire extinguishers
- Explain the importance of proper pressure in the fire extinguisher and how to read pressure.

### Demonstrate |



- Demonstrate how does a fire extinguisher works.
- Demonstrate the parts of fire extinguisher and use of each part



### How does a fire Extinguisher Work?

Fire extinguishers contain carbon dioxide, which is the chemical that creates the pressure over the extinguishing agent. Once the lever is pushed, Carbon dioxide will push the agent and project it through the hose.

Figure 6.2 2 Fire Extinguisher

### Summarize | 9



- Summarize the types of accidents and measures to be taken to stop them.
- The trainer can ask questions in the end to check understanding of trainees.

### **Activit**



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

Skill Practic	Time	Resources
Perfroming a mock drill in	6 hours	Fire Extinguisher, wood, plastic,
situation of sudden fire at		electric supply and arrangement
workplace		for short circuit, petrol to set
Using fire extinguisher		mock fire

### **General method to operate a Fire Extinguisher**

P A S

**Pull the Pin** at the top of the extinguisher. The pin releases a locking mechanism and will allow you to discharge the extinguisher.

Aim at the base of the fire, not the flames. This is important - in order to put out the fire, you must extinguish the fuel.

**Squeeze the lever slowly.** This will release the extinguishing agent in the extinguisher. If the handle is released, the discharge will stop.

**Sweep from side to side.** Using a sweeping motion, move the fire extinguisher back and forth until the fire is completely out. Operate the extinguisher from a safe distance, several feet away, and then move towards the fire once it starts to diminish. Be sure to read the instructions on your fire extinguisher - different fire extinguishers recommend operating them from different distances. Remember: Aim at the base of the fire, not at the flames!!!!

### Do 🗸

- Ask the volunteer to come forward for using Fire Extinguishe.
- Ask the rest of students to keep a safe distance from the mock test area and watch very carefully.
- Go around and make sure the distance is safe.
- Handle di erent type of fire extinguishers to volunteers.
- Charge di erent type of mock fi es in the open area and ask volunteers to extinguish the fire.

### 6.2.3: First Aid and First Aid Kit



- First Aid is the assistance given to any person su ering a sudden illness or injury with care provided to preserve life, prevent the condition f om worsening, or promote recovery.
- First-Aid Kit is an important part of tool kit. Accidents can occur anywhere so First Aid Kit should always be available in the toolbox.

### **Explain**



- Explain the importance of First Aid Kit.
- Explain the components of First Aid kit.
- Explain the methods of first aid in different situations



Figure 6.2 3 First Aid Kit

### Summarize / 8



- Summarize the items in First Aid kit and the procedure to give first aid in different situations
- The trainer can ask questions in the end to check understanding of trainees.

### **Activity** 39



- Ask the students to assemble together.
- Form the groups of 2-2 students.
- Ask one student in a group to provide first aid to other student in a given situation



Figure 6.2 3 (a) First Aid



Figure 6.2 3 (b) Bites and Stings First Aid



Figure 6.2 3 (ac) Bruising



- Note down the performance of each group in providing first-aid.
- Once the role play is over, discuss the good and bad of students' performance.

### **6.2.4: Personal Protective Equipment (PPE)**

### Say |



Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne.

### -Explain 📅



Explain the importance of PPE.

### Demonstrate |



Demonstrate the components of personal protective equipment.



PPE is equipment that will protect workers against health or safety risks on the job. The purpose is to reduce employee exposure to hazards when engineering and administrative controls are not feasible or effective to reduce these risks to acceptable levels.e equipment.

These hazard risks can be anything from wet floors to falling debris and everything in between. PPE includes items such as protective helmets, eye protection, high-visibility clothing, safety footwear, safety harnesses and, sometimes, respiratory protective equipment.

Figure 6.2.4 PPE









# 7. Teamwork

Unit 7.1 – Working as a Team



# Key Learning Outcomes 🔞

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

- 1. Discuss the benefits of teamwork.
- 2. Identify the stages of team building.
- 3. Discuss the methods of working in a team effectively

# **UNIT 7.1: Working in a Team**

### 



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

- 1. Discuss the benefits of teamwork.
- 2. Identify the stages of team building.
- 3. Discuss the methods of working in a team effectively.

# **Notes for Facilitation**

- Tell the students why they should work in a team.
- Discuss the features of an effective team.
- Share maximum benefits while working as a team.
- Discuss the process of team building.

### 7.1.1: Why work in Team



- Team work is very important for survival of humans. Even in the earlier time when humans used to leave in caves, they lived alone. When they go hunt, they always go in a team.
- Although the time has changed and we are not living in caves still we have to work in a team because there are many tasks which single person cannot do.
- Even in carpet business (at bigger scale), you will need one person to manage finance, one person to make products, one person to make marketing and so on. Hence eam work is very important to understand.

### Ask



- Ask the students to list the benefits of working in a team.
- Ask them to discuss the difficulties arising in carpet business if team working is not applied.

### 7.1.2: Effective Teams



Mere group of people with di erent goals is not called team. An e ecti e team is that which has a common goal and tries to achieve it by their best efforts.



- Ask the students to form 4 teams by following the Team Building Process discussed in the handbook.
- Ask them to compete with each other in weaving carpet on a handloom.

### Summarize 2



- Summarize the process of team building and benefits of working in a team.
- The trainer can ask questions in the end to check understanding of trainees.

### **Activit**



• Ask the students to play cricket or football and make their team win.

	Skill Practic	Time	Resources
•	Team building and working in	8 hours	Instruments as per game selected.
	a team.		



Figure 7.1.2 Team Building

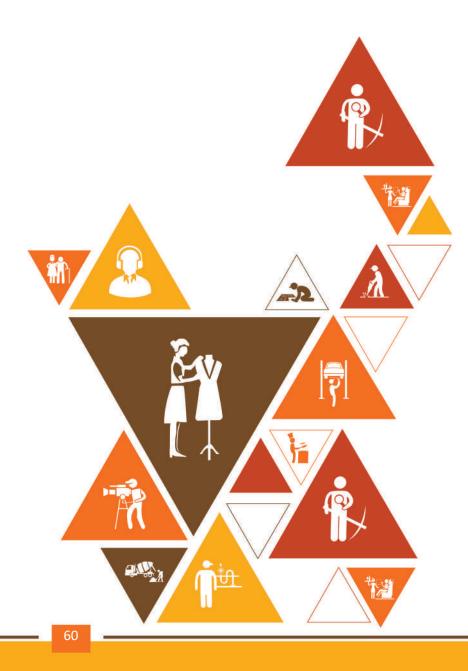
There are many advantages of working collaboratively with other students. To make the most of your experience as a team member, remember to:

- 1. combined group effort of all members
- 2. clear goals
- 3. group members focused on learning
- 4. mutual trust and support
- 5. open communication
- 6. democratic processes.

### Do



- Help students to form team.
- Arrange the instruments as per the game selected by students.











### 8. Comply with Industry and Organizational Requirement

Unit 8.1 – Policies and Procedures at workplace



# Key Learning Outcomes

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

- 1. Explain significance of organizational regulations and policies.
- 2. Applyorganizational regulations and policies at workplace.

# **UNIT 8.1: Policies and Procedures at Workplace**

### **Unit Objectives**



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

- 1. Explain significance of organizational regulations and policies.
- 2. Apply organizational regulations and policies at workplace.

### **Notes for Facilitation**



- Tell the students why they should follow organizational regulations and policies.
- Discuss application of these policies.
- Discuss the process of identifying deviation in application of the policies.

### Summarize 2



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

### 8.1.1: Explain significance of organizational regulations and policies.

# Say

- Organizational policies plays crucial role in any business.
- These policies help in defining structure of the business.

# Ask

- Ask the students to list the significance of such polices.
- Ask them to discuss the difficulties arising in carpet business if such policies are not applied.

# 8.1.2: Apply organizational regulations and policies at workplace

# Say

- An effective application of organisational policies leads to best organizational examples..
- Procedures provide actionable steps when policies are violated.

# Do 🗸

- Ask the students to list some of the application methods as discussed in the handbook.
- Motivate students to adere to organisational policies.

# **Activity**



Ask the students to group in team of 2.

Share a sample policy for their understanding and conduct a team presentation thereafter.

Skill Practice		Time	Resources
Reviewing organisational policies & procedures Presentation Skills		8 hours	Notebook





Figure 8.1.2 (b) Presentation Skills

Figure 8.1.2 (a) Organisational Barriers

# Do 🗸

- Help students to form team.
- Keep sample policies handy for distribution among teams.









# 9. Employability & Entrepreneurship Skills

Unit 9.1 – Personal Strengths & Value Systems

Unit 9.2 - Digital Literacy: A Recap

Unit 9.3 – Money Matters

Unit 9.4 - Preparing for Employment & Self Employment

Unit 9.5 – Understanding Entrepreneurship

Unit 9.6 – Preparing to be an Entrepreneur



# Introduction: Employability and Entrepreneurship Skills

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

#### Ice breaker

• You can begin the module with the following ice breaker:

#### Five of Anything Ice Breaker Steps:

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

#### **Expectation Mapping**

- 1. During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
- 2. Have one of the participants write their contributions on a flip chart sheet.
- 3. Write down your own list of covered material in the training on another flip chart sheet.
- 4. Compare the two sheets, commenting on what will and what will not be covered during the training.
- 5. Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- 6. You may get back to those sheets once again at the end of the last session of the training.
- 7. Benefits of doing this activity:
  - Participants feel better as their opinions are heard.
  - Participants get to know what they should expect from the training.
  - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- 8. Expectations from the participants:
  - Must sign the attendance sheet when they arrive for class.
  - Conduct themselves in a positive manner
  - Be punctual, attentive, and participative
- 9. Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
- 10. By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

#### **Defining Objectives**

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

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

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

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

#### General instructions for role playing:

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

# **UNIT 9.1: Personal Strengths & Value Systems**

# **Key Learning Outcomes**



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

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

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

# 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?



- Discuss the common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

# -Role Play 🔽



- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

# Summarize | **/**



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



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

#### - Activity



Health Standard Checklist from the Participant Handbook.

#### Ask



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

# Say



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

# Do



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

# Summarize |



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

# Ask



#### **Discuss:**

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

# Say



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

#### Activity 2



Health Standard Checklist: Hygiene

# Say



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

#### Do



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

#### Ask



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

#### Summarize \ \( \beta \)



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

#### Ask



· What is a habit?

# Say



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

# Summarize 2



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

# UNIT 9.1.2: Safety

# Unit Objectives



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

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

#### Resources to be Used



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

#### Say



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

# **Team Activity**



#### **Safety Hazards**

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

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

# Ask



How could you or your employees get hurt at work?

# Say



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

#### Do



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

# Say



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

# Do



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

#### Ask



#### **De-briefing**

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

# Summarize 🔎



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

# UNIT 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.



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

# Summarize | 📜



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

# **UNIT 9.1.4: Honesty & Work Ethics**

# - 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 class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

# Team Activity



#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's 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 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?



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

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

# Summarize \( \beta \)



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

# UNIT 9.1.5: Creativity and Innovation

# Unit Objectives | @



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

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

#### Resources to be Used



- Participant Handbook
- Chart papers
- Marker pens

#### - Ask



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

#### Say



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

#### A.P.J. Abdul Kalam

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

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

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

#### Looms for physically challenged

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

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

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

#### - Ask (ask)



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

# 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 📜



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

# Notes for Facilitation



• Source for stories on innovations:

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

# **UNIT 9.1.6: Time Management**

# - Unit Objectives | 🎯



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

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

# Resources to be Used



Participant Handbook

#### Ask



#### Does this sound like you?

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

# Example \



• Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

#### Ask



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

# Activity |



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

#### Sav



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

#### Ask



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

# Say



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

# **Activity**



#### **Effective Time Management**

• This activity has two parts:

#### PART 1

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

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

#### PART 2

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

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

#### Category 2: Not Urgent/Important

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

#### Category 3: Urgent/Not Important

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

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

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

#### TO- DO list format

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

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

#### **URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

#### **NOT URGENT/IMPORTANT**

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

1

2

3

4

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

#### **URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT** 

#### **URGENT/ IMPORTANT GRID format**

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

# **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?



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

#### Do



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

# - Activity



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

#### Ask



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

#### Say 🔓



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

#### Do



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

# Activity 2



Trigger points and Anger Management Techniques Activity

#### **Anger Triggers**

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

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

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

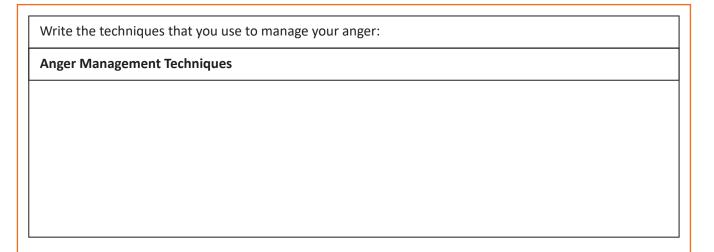
You are told that you can't do something.

Someone doesn't agree with you.

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

Someone unexpected happens that messes up your schedule.

#### Result of your anger:



# 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 | 2



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

# - Notes for Facilitation



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

# UNIT 9.1.8: Stress Management: What is stress?

# Unit Objectives | @



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

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

#### Resources to be Used



Participant Handbook

#### Ask



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

#### Sav



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

#### Ask



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

# Say



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

#### Do



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

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

#### Team Activity



#### **Case Study Analysis**

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

#### Scenario 4

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

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

#### Ask



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

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

# Say



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

#### Do



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

#### Say



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

#### De-brief:

#### Scenario 1

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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

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

#### Do



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

#### Scenario 5

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

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

#### Say



#### De-brief:

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

# Summarize 📜

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

# Notes for Facilitation



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

# UNIT 9.2: Digital Literacy: A Recap

# **Key Learning Outcomes**



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

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

# 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.

## 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?

## Say



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

## Explain



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

## Ask



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

### Say



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

# Do

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

# Demonstrate 🛊

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

# -Practical | 💥



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

# ┌Summarize |



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

## UNIT 9.2.3: E-Commerce

# -Unit Objectives 🏻 🎯



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

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

## Resources to be Used 🦪



- Computer System with internet connection
- Participant Handbook

## -Ask



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

## Say



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

## -Ask



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



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

## **Team Activity**



### **E-commerce examples**

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



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

## -Do



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

## -Say



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

## Explain



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

## Say



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

## -Role Play



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

## Ask



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



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

# Do



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

## -Ask



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



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

## Summarize | 2



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

# **UNIT 9.3: Money Matters**

# Key Learning Outcomes 👸



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

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

## UNIT 9.3.1: Personal Finance – Why to Save?

# -Unit Objectives



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

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

## Resources to be Used



Participant Handbook

## Ask



- 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?



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

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

## Ask



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

## Say



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

## Team Activity



### Personal Finance-Why to save

This activity has two parts:

### PART 1

### WAYS TO SAVE MONEY

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

### PART 2

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

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

## Do



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

### **Activity De-brief**

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



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

# -Summarize



## You can summarize the session by discussing:

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

# UNIT 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 are the different types of bank accounts?



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

## Team Activity 💃



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

### **Activity De-brief**

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

## -Say



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

## -Ask



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

# Say



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

# Team Activity



### Opening a Bank Account

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

### PART 1

### FILLING A BANK ACCOUNT OPENING FORM

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

### **Activity De-brief**

### How did you design the form?

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

# -Do

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

No. of Dependents

Tell the group to wind up quickly if they go beyond the given time limit.

## -Summarize 📜



### Note:

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

Sample Bank Account Opening form.		
Photograph		XXX Bank
SAVING	BANK ACCOUNT OPENING FOR	RM
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 / To	wn
Applicant Details:		
Full Name Mr./Mrs./Ms. First	Middle	Last Name
Marital Status		
Name of Spouse/Father		
Name of Mother		
Address		
Pin Code		
Tel No. Mobile		ate of Birth
Aadhaar No.	P	an No.
MNREGA Job Card No.		
Occupation/Profession		
Annual Income		

	Owning Hous	e :	Y/N	Owning Farm :
	No. of Animal	s :		Any other :
Existing Bank	2001		00.00	
A/c. of family	Y	/ N	lf y	yes, No. of A/cs
members / household				
Kisan Credit	Whether Eligi	hle	Y/N	
Card	Whether Lings	Die	E11:12	
request you to is	sue me a Rup	ay Card		9-74 T-89-84 T-94 T-94
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 momentum my emergency/ family ber from the household will be ms and conditions stipulated by
shall abide by a	III the terms an	d condit	ions as may	and have understood the same be in force from time to time. it facility from any other bank.
				Signature / LTI of Applicant
721 2				Signature / LTI of Applicant
Nomination:				Signature / LTI of Applicant
I want to nomin		Age	Date of	
TATALON CONTRACTORS.	nate as under Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

# 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



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



- 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.

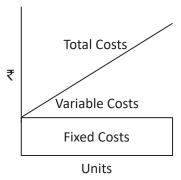


Figure 9.3.3 (a) Cost Graph

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

## Team Activity



### Fixed vs. Variable Costs

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

### **Activity De-brief**

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

## Do



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

# -Summarize 📜



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

## Notes for Facilitation



Answers for the activity - Identify the type of cost

Rent (Fixed) 1. Telephone bill (Fixed) 2. 3. Electricity bill (Fixed) Machinery (Fixed) 4.

5. Insurance (Fixed)

6. Office supplies/ Raw materials (Variable)

7. Employee salaries (Fixed)

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

Credit card fees (Variable)

10. Vendor bills (Variable)

## 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.

## Sav



• We will have a quiz today.

# Team Activity 💃



The activity is a quiz.

## ·Do



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

## Summarize 🞏



Summarize the unit by discussing the key points and answering question

## Notes for Facilitation



### Questions for the quiz

1. What are bonds?

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

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

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

4. Who is the buyer of stocks and equities?

The general public is the buyer.

5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

6. What is the difference between mutual and hedge funds?

Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

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

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

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

10. What is the benefit of taking an endowment policy?

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

16. Name the tax that is added while buying shares?

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

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

Sales Tax

20. What is the difference between custom duty and OCTROI?

Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

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

# -Unit Objectives 🏻 🎯



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

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

## Resources to be Used



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

## -Ask



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



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

# Do



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



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

# Do



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

## Summarize 📜



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

# UNIT 9.4: Preparing for Employment & Self Employment

# **Key Learning Outcomes**



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

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

# **UNIT 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?



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

## -Activity 1 💯



· Introducing Yourself

# -Do



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

## -Ask



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



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

# Do



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

# -Activity 2



Planning the right attire

## Do



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

## Summarize | 📜



- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
  - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
  - Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
  - The participants will get only one chance to create a good first impression.

# UNIT 9.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

# -Unit Objectives 🏻 🎯



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

Discuss the steps to create an effective Resume

## Resources to be Used



- Participant Handbook
- Blank papers
- Pens

## -Ask



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

## Say



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

## Do



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



- 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

## **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



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

## Do



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

# -Role Play 🔽



Conduct a role play for the situation given.

### Situation 1

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



### De-brief:

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

# -Role Play 😴



Conduct a role play for the situation given.

### Role Play - Situation 2

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

## Sav



### De-brief:

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

# -Role Play 😴

Conduct a role play for the situation given.

### Role Play - Situation 3

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

## Sav



### De-brief:

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

# Role Play 🥰

Conduct a role play for the situation given.

### Role Play - Situation 4

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

## Say



### De-brief:

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

# Role Play



Conduct a role play for the situation given.

### Role Play - Situation 5

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

## Say



### **De-brief:**

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



Conduct a role play for the situation given.

### Role Play - Situation 6

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

## Sav



### De-brief:

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

# Role Play



Conduct a role play for the situation given.

### Role Play – Situation 7

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

## Say



### **De-brief:**

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

## -Explain



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

# Do

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



### **Mock Interview Questions**

**Mock Interview Questions** 

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

# -Summarize 📜



- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

# UNIT 9.4.4: Work Readciness – Terms and Terminology

# -Unit Objectives | 🎯



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

Identify basic workplace terminology

# Resources to be Used 🏻 🖑



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

## -Ask



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



Let's start this unit with an activity.

## **Team Activity**



### Workplace terminology

• This is a group activity conducted in three parts.

### Part 1

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

### **Activity De-brief**

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

# -Do



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



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

## **Ask**



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

# Say



• Let's now continue the activity.

## **Team Activity**



### **Terms and Terminology**

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

### Part 2

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

### **Activity De-brief**

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

## -Do



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

## Say



• Let's go ahead with the activity.

## **Team Activity**



### **Terms and Terminology**

• The activity continues with the same group members.

### Part 3

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

### **Activity De-brief**

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

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

## -Summarize 📜



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

### Unit 9.5: Understanding Entrepreneurship

## **Key Learning Outcomes**



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

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

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

## -Unit Objectives | 🎯



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

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

#### -Resources to be Used 🎏



Participant Handbook

## Sav



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

### -Team Activity 🙀



#### **Quiz Questions**

1. Who is the founder of Reliance Industries?

Dhirubhai Ambani

2. Who is the Chairman of Wipro Limited?

Azim Premji

3. Who launched e-commerce website Flipkart?

Sachin Bansal and Binny Bansal

4. Who is the founder of Paytm?

Vijay Shekhar Sharma

5. Who is CEO of OLA Cabs?

**Bhavish Aggarwal** 

6. Who is the founder of Jugnoo?

Samar Singla (autorickshaw aggregator)

7. Who is the founder of OYO Rooms?

Bhavish Aggarwal

#### -Do



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

#### Ask



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

#### Say



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

#### ·Summarize 📜



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

#### -Notes for Facilitation



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

## UNIT 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.





Figure 9.5.2 (a) Depicting difference between a leader and boss

## Say



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

### -Say



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

#### ·Ask



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



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

#### -Ask



· Do you consider yourself a team player?

#### -Team Activity



#### **Long Chain**

• This is a group activity.



- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

#### Sav



#### De-brief:

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

#### Say



- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.
- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

## Summarize | 📜



- Close the discussion by summarizing about the importance of teamwork for employees.
  - Teamwork helps in reducing stress for the employees.
    - Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

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

## -Unit Objectives 🏻 🎯



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

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

### -Resources to be Used 🎏



Participant Handbook

### -Activity 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 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.
  - 5. Put it all Together: When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

#### **Example:**

Here's how your pitch could come together:

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

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

### Summarize 🔎



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

## **UNIT 9.5.4: Problem Solving & Negotiation Skills**

## **Unit Objectives**



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

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

#### Resources to be Used



Participant Handbook

#### Ask



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

#### Say



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

#### -Ask



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

#### Say



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

### Team Activity



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

#### Do



- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.



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

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

#### Ask



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



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

#### Ask



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



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

### Summarize | 📜



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

### - Activity



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

#### Do



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

#### Ask



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

### Say



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

#### Ask



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

### Say



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

#### Say



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

## -Role Play 🍯



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

#### Do



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

#### Problem solving Scenario 1

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

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

#### **Problem solving Scenario 2**

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

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

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

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

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

#### Negotiation Scenario 1

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

#### **Negotiation Scenario 2**

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

#### Notes for Facilitation



#### **Facilitating Role Plays**

#### Preparing for the activity

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

#### Conducting the activity

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

#### -Summarize 🛭



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

# UNIT 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.

#### -Ask



#### De-brief questions:

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

#### -Summarize 📜



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

## **UNIT 9.5.6: Entrepreneurship Support Eco-System**

## Unit Objectives | ©



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

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

## Resources to be Used



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

#### -Ask



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

## -Sav



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

#### -Ask



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

#### -Say



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

### Team Activity



Making a poster showing the entrepreneurship support eco-system.

## Do

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

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

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

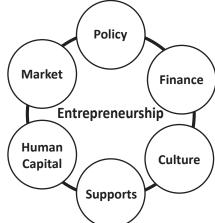


Fig 9.5.6 (a) Entrepreneurship Eco-System





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.

### 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.



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



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

## Team Activity 🙀



#### **Risk Appetite**

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

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

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

#### Do



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

#### Ask



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

### -Example



Let's have a look at the following example:

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

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

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



- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

## Say



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

## Team Activity



#### **Entrepreneurship and Resilience**

- · This is a group activity.
  - Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
  - Who is the founder of that company?
  - What challenging times did it face?
  - How did it overcome those challenges?
  - List the resilient characteristics of the entrepreneur.

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

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

### Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### Summarize | 📜



- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

### **UNIT 9.5.8: Success and Failures**

## - 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

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

#### Conducting the activity

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

### Summarize



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

## UNIT 9.6: Preparing to be an Entrepreneur

## Key Learning Outcomes



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

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

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

## - Unit Objectives



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

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

## Resources to be Used



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

#### Ask



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

## Example 🗣



• Let's have a look at this example.

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

#### Say



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

### Team Activity



#### **Market Study**

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

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

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

#### Do



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

## Say



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

#### Ask



What factors will you keep in mind before opening it?

#### Say



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

### Say



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

### Team Activity



#### 4 Ps of Marketing

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

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

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

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

#### Do



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

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

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

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



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

## Summarize | 📜



- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

## **UNIT 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**

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

**Debt and Equity** 

### UNIT 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?



- 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?

### Sav



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

## Do



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

#### Say



- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

### **Activity**



#### **Group Discussion**

• Conduct a group discussion in the class on how they can do networking for their business.

#### Summarize | **2**



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

### UNIT 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, 10 years?

### Say



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

#### Ask



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

#### Do



• Ask few participants to share their business ideas.

#### Ask



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

#### Say



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

## Team Activity



#### Writing a business Plan

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

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

## Say |



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



- 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.



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

### Summarize |



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

#### Notes for Facilitation



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

#### UNIT 9.6.5: Procedures and Formalities for Bank Finance

## **Unit Objectives**



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

• Describe the procedure and formalities for applying for bank finance

#### Resources to be Used



- Participant Handbook
- · Bank loan/finance form sample

#### Ask



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

#### Say



- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - Bootstrapping: Also called self-financing is the easiest way of financing
  - Crowd funding: Funds are collected by consumers pre-ordering or donating for starting the business.
  - Angel investors: Individual or group of investors investing in the company
  - **Venture capitalists**: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - Bank loans: The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

## Do



- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

### Summarize



- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

#### -Notes for Facilitation 🗏

(in case of partnership firm)



- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

## CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks) 1. Audited financial statements of the business concern for the last three years 2. Provisional financial statements for the half – year ended on 3. Audited financial statements of associate concern/s for the last three years 4. Copy of QIS II for the previous guarter ended on 5. Operational details in Annexure I 6. CMA data for the last three years, estimates for current year and projection for the next year 7. Term loan/DPG requirements in Annexure II 8. List of machinery in respect of machinery offered as security in Annexure III 9. Additional details for export advances furnished in Annexure IV 10. Property statements of all directors/partners/proprietor/guarantors 11. Copies of ITAO of the company for the last three years 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors 13. Copies of certificate from banks and financial institutions certifying the latest liability with them 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application

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

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

# UNIT 9.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

## Unit Objectives



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

Discuss how to manage their own enterprise

#### -Resources to be Used



Participant Handbook

#### Ask



- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

#### Say



Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

## Say



- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the participants as given in the Participant Handbook.

## Say



• Let's learn how to effectively manage an enterprise or business through an activity.

### Team Activity



#### **Enterprise Management**

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

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

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

## Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize | **2**



- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

## UNIT 9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

## T 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.





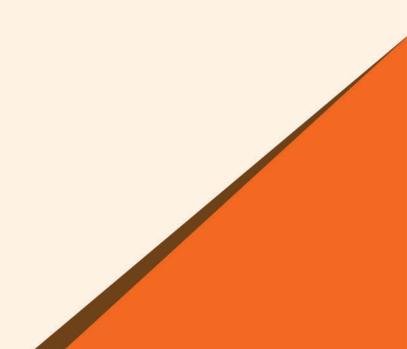




## 10. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria





## **Annexure I**

## **Training Delivery Plan**

Training Delivery F	Plan		
Program Name:	Certi ate Course in Handloom Weaving		
Qualifi ation Pack Name & Ref. ID	Handloom Weaver & Ref ID: HCS/Q5412		
Version No.	V1.0	Version Update Date	26/05/15
Pre-requisites to	<b>Education</b> : Preferable Class V Pass (Primary	Education	
Training	<b>Experience:</b> Preferably 6 months of work exoperation	xperience in handloom	n weaving and related
Training Outcomes	By the end of this program, the partici competencies:	pa ts would have ac	hieved the following
	Describe the job of handloom weaver an	d his/her responsibilitie	9
	Identi y the tools and equipment used for	r handloom weaving	
	Perform warp setti		
	Describe application of m terial on the w	/arp	
	Describe how to weave on the warp		
	Draw the warp threads in the warped be specifi ation	eam through the reed	dents as per the given
	Analyze and maintain the tension of t inserting dum y we	he warp threads unifo	ormly by beating and
	Carry-out the primary weaving operation	of sheddin	
	Carry-out the primary weaving operation	of pickin	
	Carry-out the primary weaving operation	of b ening	
	Inspect the woven articles as per the spe	ci ations p ovided	
	Identi y modifiable d fects and rework o	n them	
	Be accountable to one's own role in who	le process of developin	g product
	Improve upon the existing echniques to	increase process efficie	en
	Handle materials and tools safely and cor	rrectly	
	Maintain a clean and hazard free working	g area	
	Work in a comfortable position with the	orrect posture	
	Maintain a healthy lifestyle and guard ag	ainst dependency on in	toxicants
	Maintain a safe and healthy working envi	ironment	
	Monitor the workplace and work process	ses for potential ris sar	nd threats

SI. No.	Module Name	Session Name	Session Objecti es	NOS Reference	Methodology	Training Tools/Aids	Duratio
1	Introduction o Trade	Introduction to Handloom Weaver Course	Discuss about the role of Handloom Weaver in industry.  Identi y the minimum requirement to become a certifie handloom weaver.  Describe the work area of Handloom Weaver.  Identi y the opportunities available for Handloom Weaver.	Bridge Module	Instructor Led     Training     Demonstratio	PowerPoint & Handouts, posters, film clips	5 Hr
		Practical Session	Discussion on benefits of becoming handloom weaver and foreign job opportunities.	Bridge Module	Group     Discussion	PowerPoint & Hand- outs, posters, film clips	5 Hr
2	Loom Fabric	Properties of Loom Fabric	Describe application of material on the warp     Ensure right color of yarn to be used as per the design     Gain the knowledge of cutting the pil evenly     Describe Quality standards for the product with respect to nature of permissible defects     Describe fabric quality parameters such as color, design, width, pa ern etc.     Describe quality of co on used for warp and we	HCS/N5415 PC2,PC12, PC17, KB1, KB2, KB3	Instructor Led Training     Group Demonstratio	PPTs, Handbook, Samples of Co on, samples of threads, samples of fabrics	6 Hr
		Hand Operated Looms and Functionin	Describe how to weave on the warp     Describe how to repair the warp     Learn the proper usage of comb (tool used during weaving)     Repair warp breakage (by replacing broken warp with new warp)     Find out the broken warp end	HCS/N5415 PC3, PC4, PC5, PC6, PC7, KB1, KB2, KB3, KB6	Instructor Led     Training     Group     Demonstratio	PPTs, Handbook, Hand operated loom in assembly as well as dis- assembled	8 Hr
		Practical Session	Perform a trial run on hand operated loom Assemble di erent parts of hand operated loom	HCS/N5415 PC3, PC4, PC5, PC6, PC7, KB1, KB2, KB3, KB6	Hands on     Practi al on     Hand Operated     Loom	Hand operated loom in assembly as well as dis- assembled	8 Hr

1 1	Preparing Yarn for Weaving	Describe application of material on the warp  Ensure right color of yarn to be used as per the design Gain the knowledge of cutting the pil evenly Describe Quality standards for the product with respect to nature of permissible/nonpermissible defects Describe fabric quality parameters such as color, design, width, pa ern etc. Describe quality of co on used for warp and we	HCS/N5415 PC2, PC12, PC17, KB1, KB2, KB3, KB4	•	Instructor Led Training Group Demonstratio Multimedi	PPTs, Handbook, Yarns of di erent colour and shades	6 Hr
	Practi al Session	Prepare Yarn for Weaving	HCS/N5415 PC2, PC12, PC17, KB1, KB2, KB3	•	Hands on Practi al Individually	Yarns of di erent colour and shades	8 Hr
Post	Perform Looming Operation	Select the appropriate colored bamboo stic s for insertion as eft  Ask questions to obtain more information on tasks when the instructions ou have are unclear  Use the correct tools and materials  Check that the materials to be used are free from faults, in case of any defect report them  Use the pedal to check if the shed formed is appropriate  Carry-out the primary weaving operation of shedding  Carry-out the primary weaving operation of pickin  Carry-out the primary weaving operation of ba ening  Carry-out beating uniformly  Carry-out the secondary weaving operations of take-up  Carry-out the secondary weaving	HCS/N 8706 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KB1, KB2, KB3, KB4, KB5, KB6, KB7	•	Instructor Led Training Group Demonstratio Multimedi	PPTs, Handbook, Video, Handloom, bamboo strips, thread of di erent strengths and colours, Samples of weave structures	8 Hr

	Practical Session	•	Carryout looming operations individually on handloom machine	HCS/N 8706 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, SA1, SA2, SA3, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10	•	Hands on Practi al Individually on individual handloom machine	Handloom, bamboo strips, thread of di erent strengths and colours, Samples of weave structures	8 Hr
	Perform Post- looming Operation	•	Trim the edges of the woven mat evenly Reduce wastage and maintain quality while cutting o get desired finishin Use the designated measuring tool for measurement of mat Roll the mat, tag and store in a dry place Conform to organization s quality standards Report any damaged work to the responsible person Leave work area safe and secure when work is complete free from hazards Inspect the woven mats as per the specifi ations provided Perform all weaving-related operations with precision & accuracy	HCS/N 8706 PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KB1, KB2, KB3, KB4, KB5, KB6, KB7	•	Instructor Led Training Group Demonstratio	PPTs, Handbook, Products created on handlooms, thread of di erent strengths and colour, trimming tool, cu er/ scissors, scale, measuring tape, cutting able	6 Hr
	Practical Session	•	Performing post looming operations of product made in previous session	HCS/N 8706 PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, SA1, SA2, SA3, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10	•	Hands on Practi al Individually	Products created on handlooms, thread of di erent strengths and colour, trimming tool, cu er/ scissors, scale, measuring tape, cutting able	8 Hr

5	Work Area	Work Area	Handle materials	HCS/N9906	•	Instructor Led	PPTs, Handbook,	6 Hr
	Management	Management	and tools safely and correctly  Use materials to minimize waste  Maintain a clean and hazard free working area  Maintain the tools  Carry out maintenance and/ or cleaning within one's responsibility  Report damaged tools & materials  Work in a comfortable positio with the correct posture  Dispose of waste safely in the designated locatio  Store cleaning equipment safely a er use  Carry out cleaning according to schedules and limits of responsibility	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, SA1, SA2, SA3, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10	•	Training Group Discussion Demonstratio	Protecti e gears like goggles, mask, gloves. Cleaning tools, electricity tester, accident report sheet	
		Practical Session	Perform safety check on the work area and suggest improvements	HCS/N9906 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA1, KA2, KA3, KA4, KA5, KA6, KA7, KA8, KA9, KA10, KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9, SA1, SA2, SA3, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10	•	Hands on Practical in group	Protecti e gears like goggles, mask, gloves. Cleaning tools, electricity tester, accident report sheet, Inspection eport	8 Hr
6	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	Comply with health and safety related instructions applicable to the workplace     Use and maintain personal protecti e equipment as per protocol     Carry out own activities in line wit approved guidelines and procedures	HCS/N9907 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9	•	Instructor Led Training Demonstratio Multimedi Group Discussion	PPTs, Handbook, PPE for chemical work and machining	8 Hr

	Maintain a healthy lifestyle and guard against dependency on intoxicants     Follow environment management system related procedures     Store materials and tools in line with manufacturer's and organizational requirements     Safely handle and move waste and debris     Minimize health and safety risks to self and others due to own action     Seek clarifi ations, from supervisors or other authorized personnel in case of perceived risks     Monitor the workplace and work processes for potential ris s and threats     Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned		
Quiz Test	Quiz on Personal health management and Group PC1, PC2, PC4, PC5, Discussion on Personal Protecti e Equipment (PPE)      Quiz on Personal HCS/N990 PC1, PC2, PC4, PC5, PC7, PC8, SA1, SA2, SA5	PC3, Discussion questions and answers, PPE PC9,	8 Hr
First Aid	Report hazards and potential risks/ threats to supervisors or other authorized personnel     Particip te in mock drills/ evacuation procedures organized at the workplace     Undertake fi st aid, fi e-fig ting and emergency response training, if asked to do so     Take action based on instructions in the event of fi e, emergencies or accidents     Follow organisation procedures for evacuation when required  HCS/N990 RA7, KA8, KA10, KB1 SB2, SB3, SB4, SB6, SB7, SB6, SB	13, PC14, Training Fire Extinguishe , 16, KA6, Demonstratio First-Aid Kit 17, SB1, SB5,	8 Hr
Practical Session 1	Practi al on use of     Fire Extinguisher     on di erent type     of fi es     PC1, PC2,     PC4, PC5,     PC7, PC8,     PC10, PC1     SA2, SA3,	PC3, Practi al in PC6, group PC9, 11, SA1,	8 Hr

		Practical Session 2	•	Role Play on First Aid and Group Discussion	HCS/N9907 PC12, PC13, PC14, PC15, PC16, KA6, KA7, KA8, KA9, KA10, KB1, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9	•	Hands on Practi al in group Group Discussion	First-Aid Kit	8 Hr
7	Teamwork	Working as Team		Be accountable to one's own role in whole process of developing product Perform all roles with full responsibility Be e ecti e and effici t at workplace Properly communicate about organization policie Talk politely with other team members and colleagues Adjust in di erent work situation Give due importance to others' point of view Avoid conflictin situation Develop new ideas for work procedures Improve upon the existing echniques to increase process efficien	HCS/N9908 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7, SA1, SA2, SA3, SA4, SA5, SA6, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8	•	Instructor Led Training Group Discussion Demonstratio	PPTs, Handbook	6 Hr
		Practical Session	•	Team game like cricket, football, basketball etc.	HCS/N9908 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, KA1, KA2, KA3, KA4, KB1, KB2, KB3, KB4, KB5, KB6, KB7, SA1, SA2, SA3, SA4, SA5, SA6, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8	•	Game Play	Instruments as per the game selected	8 Hr
		Practice session	•	6 Practice session under trainer guidance on mechanical assembly fittin or revision of course					48Hr
8.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems		Theory Awareness towards maintain health & hygiene Familiarize with life skills Self analysis & self moti atio Stress & Anger Management Qualities of a successful Entrepreneur Conducting self in workplace Work ethics	Bridge Module	•	Power-point presentatio Facilitator-led – discussion Audio-visuals Clips	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	

Recap	of computer & computer peripherals  Basic computer terminology  Basic computer application (MS office, Outlook Internet)  Basic features of using e-commerce	Bridge Module	<ul> <li>Power-point presentatio</li> <li>Facilitator-led – discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
Mone	Theory Opening and operating a bank account Importance and methods of savings Investment options Insurance products Cost of Operations Types of Fund Transfer	Bridge Module	<ul> <li>Power-point presentatio</li> <li>Facilitator-led – discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
Emplo	ring for byment and mployment  Theory  Discuss the steps to prepare for an interview  Discuss the steps to create an e ecti e Resume  Discuss the most frequently asked interview questions  Discuss how to answer the most frequently asked interview questions  Discuss basic workplace terminology	Bridge Module	<ul> <li>Power-point presentatio</li> <li>Facilitator-led – discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
	rstanding preneurship  Theory  Discuss the concept ad characteristics of entrepreneurship  Describe the di erent types of enterprises  Establishing e ecti e leadership  Team Work Importance of e ecti e communicatio Discuss about Negoti tion Skills and Conflict Resolutio Entrepreneurship ecosystem in India	I I	<ul> <li>Power-point presentatio</li> <li>Facilitator-led – discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	

		Preparing to be an Entrepreneur	Theory  Basic Marketing Skills  Recall basic business terminology  CRM and its importance  Setting an achieving goals  Making a Business Plan  Carrying out a market research  CRM and its importance  Business & Financial Planning Process  Managing a enterprise	Bridge Module	•	Power-point presentatio Facilitator-led – discussion Audio-visuals Clips	Available Objects such as Participa t Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
		Establishing Learner's Understanding	Ensure learning confirm tio	Bridge Module	•	Facilitator led question answer session Gauge the learner for their understanding & proficiency of the module Process based gauging to map learning curve	Embroidery Materials, Participa t Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	
9.	Comply with industry and organizational requirements	Policies and Procedures at Workplace	Carry out work functions in accordance with regulations Seek and obtain clarifications from your supervisor Apply and follow these policies within your work practices Provide support to your supervisor and team members Identify and report any possible deviation	HCS/N9909  PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, KA1, KA2, KA3, KA4, KA5, KB1, KB2, KB3 SA1, SA2, SA3, SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14	•	Power-point presentatio Facilitator-led – discussion Audio-visuals Clips	Available Objects such as Participate Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	8 Hr
		Practical Session	Perform work functions in accordance with regulations	HCS/N9909  PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, KA1, KA2, KA3, KA4, KA5, KB1, KB2, KB3, SA1, SA2, SA3, SA4, SA5, SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10, SB11, SB12, SB13, SB14		Hands on Practical in group	Protectie gears like goggles, mask, gloves. Cleaning tools, electricity tester, accident report sheet, Inspection eport	8 Hr

Grand Total Course Duration: 270 Hours, 0 Minutes

(This syllabus/ curriculum has been approved by Handicrafts and Carpet Sector Skill Council)

## **Annexure II**

## **CRITERIA FOR ASSESSMENT OF TRAINEES**

Assessmer	nt Criteria for Handloom Weaver (Carpets)			
Job Role		Handlloom Weaver (Carpets)		
Qualification	on Pack	HCS/Q5412		
Sector Skill Council Handicrafts and Carpet				
Sr. No.	Sr. No. Guidelines for Assessment			
1	1	on Pack will be created by the Sector Skill Council. gned marks proportional to its importance in NOS. for each PC.		
2	The assessment of the theory/knowledge skill test shall be hands on practical.	will be based on written test/viva-voce or both while		
3	The assessment will be based on knowledg	ge bank of questions created by the SSC.		
4	part for each candidate at each examination			
5	To pass the Qualification Pack, every traine NOSs.	ee should score a minimum of 50% aggregate of all the		

Total Marks: 500	otal Marks: 500				
Assessment Outcomes	Assessment Criteria for Outcomes	Total marks	Out of	Theory	Skills Practical
	PC1. Warp setting		6	2	4
	PC2. Application of material on the warp		6	2	4
	PC3. Should know how to weave on the warp		8	2	6
1.HC\$/N5415 Run the	PC4. Should know how to repair the warp		5	1	4
hand operated loom efficiently	PC5. Proper usage of comb (tool used duringweaving)	100	6	2	4
	PC6. Should be able to repair warp breakage (by replacing broken warp with new warp)		6	2	4
	PC7. Find out the broken warp end		6	2	4
	PC8. Mend the broken warp end by replacing with extra warp		6	2	4

	PC9. Should be able draw warp threads for weaver's beam behind the operator		6	2	4
	PC10. Should ensure tension (tightness) of warp threads are uniform		5	1	4
	PC11. Should ensure spacing of warp threads per inch is matching with design		5	1	4
	PC12. Ensure right color of yarn to be used as per the design		5	1	4
	PC13. Should weave as per design		6	2	4
	PC14. Ensure to trip extra weft		6	2	4
	PC15. Should be well acquainted with the operation of the weaving pedals		6	2	4
	PC16. Should be aware of the required hammering density		6	2	4
	PC17. Should have knowledge of cutting the pile evenly		6	2	4
	TOTAL		100	30	70
2.HCS/N9906	PC1. Handle materials, machinery, equipment and tools with care and use them in correct way	'	14	6	8
Maintain the work area, tools and machines	PC2. Maintain a clean and hazard free working area		10	4	6
	PC3. Carry out running maintenance within agreed schedules	100	13	5	8
	PC4. Carry out maintenance	1			
	and/or cleaning within one's responsibility		13	5	8
	and/or cleaning within one's responsibility  PC5. Report unsafe equipment and other dangerous occurrences		13	5	8
	and/or cleaning within one's responsibility  PC5. Report unsafe equipment and other dangerous occurrences  PC6. Use clean equipment and methods appropriate for the work to be carried out				
	and/or cleaning within one's responsibility  PC5. Report unsafe equipment and other dangerous occurrences  PC6. Use clean equipment and methods appropriate for the		12	4	8
	and/or cleaning within one's responsibility  PC5. Report unsafe equipment and other dangerous occurrences  PC6. Use clean equipment and methods appropriate for the work to be carried out  PC7. Dispose of waste safely in		12	4	8

	PC1.	Identify activities that can cause potential injury through sharp objects and other tools and equipment		10	4	6
	PC2.	Use and maintain personal protective equipment such as "Nose Mask" etc.		12	5	7
	PC3.	Identify areas in the workplace which are potentially hazardous/unhygienic in nature		12	5	7
3. HCS/N9907 Maintain health, safety and security at work place	PC4.	Conduct regular checks on equipment and machines to identify potential hazards due to wear and tear of the machine	100	12	5	7
	PC5.	Inform concerned authorities about the potential risks identified in the processes, workplace area/layout, materials used etc.		12	5	7
	PC6.	tools to supervisors wherever applicable		12	5	7
	PC7.	Follow the instructions given on the equipment manual describing the operating process		10	4	6
	PC8.	Maintain a clean and safe working environment by ensuring no chemicals is spread on the floor resulting in injury		10	4	6
	PC9.	personal hygiene at the work place		10	3	7
	TOTA	D		100	40	60

	PC1.	Be accountable to one's		10	4	6
	PC2.	own role in whole process Perform all roles with full		40		
		Responsibility		10	4	6
	PC3. Report problemsfaced during the process			10	4	6
	PC4.	Talk politely with other				
		team members and		10	4	6
	PC5	Colleagues Submit daily report of own				
4. HCS/N9908	1 00.	Performance	100	10	4	6
Working in a team	PC6.	Adjust in different work		10	4	6
	PC7	Situations Give due importance to				
	101.	others' point of view		10	4	6
		Avoid conflicting situations		10	4	6
	PC9.	Develop new ideas for work		10	4	6
	PC10	Procedures  Improve upon the existing				
		techniques to increase		10	4	6
	TOT.	process efficiency		400	40	
	TOTA PC1	L Identify activities that can		100	40	60
5. HCS/N9909 -		cause potential injury		10	2	
Maintain health,		through sharp objects and	100			8
safety and security at work place		other tools and equipment Use and maintain personal	100			
Work place	102.	protective equipmentsuch		10	2	8
	i i	as "Nose Mask etc.				
	PC3.	,		10	2	
		workplace which are				8
		potentially hazardous/ unhygienic in nature				
		Conduct regular checks on				
		equipment and machines to			_	۰
		identify potential hazards due to wear tear of the		8	2	6
		machine				
	PC5.	Inform concerned authorities about the				
		potential risks identified in		12	4	_
		the processes, workplace				8
		area/layout, materials used etc.				
	PC6.	Report malfunctions of tools				
		to supervisors wherever		12	4	8
	B 6 7	applicable				
	PC7.	Follow the instructions given on the equipment manual		_	_	_
		describing the operating		8	2	6
		process				
	PC8.	Maintain a clean and safe working environment by				
		ensuring no chemicals is		8	2	6
		spread on the floor resulting				
	PCO	in injury Maintain high standards of				
	50.	personal hygiene at the		8	2	6
		work place				
	PC10	. Ensure zero accidents at workplace		8	2	6
	PC11	. Adhere to safety norms and				
		ensure no damage to any		6	1	5
	TOTA	material orindividual		100	25	75
	1018	IL POINTS		100	20	75

## Do 🗸

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participa to through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks based on both Theory and Skills Practical.



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