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ASCI

Agriculture Skill Council of India

Facilitator Guide



Sector
Agriculture and Allied

Sub-Sector
Agriculture Industries

Occupation
Information Management

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**Agriculture
Extension
Service
Provider**

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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

Agriculture Skill Council of India(ASCI) would like to express its gratitude to all the individuals and institutions who have contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution, it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer reviews for these modules.

The preparation of this Facilitator Guide would not have been possible without the Agriculture Extension Institutes. Their feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This Facilitator Guide is an instrument that will enable the trainers to skill the aspiring youth, as per the industry standards, which will be a lifelong asset for their future endeavours.

About this Guide

This Facilitator Guide is aimed at helping you as facilitator/trainer in preparing for the training sessions required to be held as per the Agriculture Extension Service Provider Qualification Pack. This guide will help you identify the flow of the training programme, segregated into Modules, Units, Sub-units, Exercise and Activities.

While conducting the training, you should explain the role, responsibilities, and performance criteria of an Agriculture Extension Service Provider, in alignment with the following:

An Agriculture Extension Service Provider is accountable for reducing the time lag between the advent of technology and its transfer to farmers, in an effort to increase production, productivity and income from the agriculture and allied sectors, in a sustainable manner.

The National Occupational Standards indicate the performance criteria and the standards that Agriculture Extension Service Providers must accomplish and follow while working in the agriculture industry.

As a trainer, you are required to guide and prepare students in the following areas of competence:

- **Knowledge and Understanding:** Adequate operational knowledge and understanding to perform the required task
- **Performance Criteria:** Achieve the required skills via hands-on training and perform the required operations within the specified standards
- **Professional Skills:** Ability to make operational decisions related to the area of work

This Facilitator Guide will impart the knowledge and awareness of how each module must be taught in the class with the help of appropriate teaching aids and practical sessions. With your help, the students will complete the course with flying colours and get skilled as per the recommended industrial standards.

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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1. Introduction

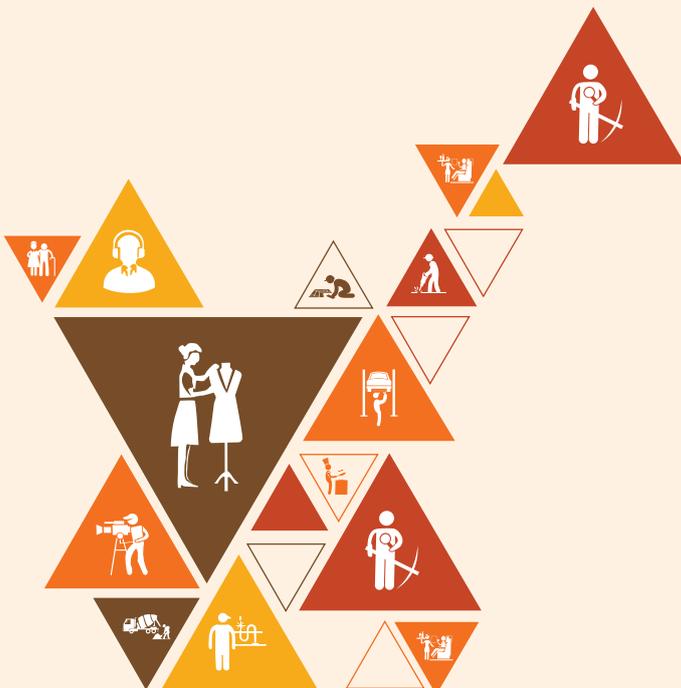
Unit 1.1 - Icebreaker

Unit 1.2 - Overview of the Agriculture Extension System

Unit 1.3 - Basic Skills of Communication

Unit 1.4 - Organisational Policies

Unit 1.5 - Farm Safety Signs



Key Learning Outcomes



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

1. Describe the agriculture extension system
2. Explain the role of an agriculture extension service provider
3. Develop basic communication skills
4. Explain organisational policies
5. Interpret various signs, notices, and cautions at the site

Unit 1.1: Icebreaker

Unit Objectives

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

1. Recognise the fellow participants
2. Communicate with the facilitator and the fellow participants

Resources to be used

Pen, notebook, whiteboard, marker, etc.

Note

Introduce yourself, the program, and its purpose in detail. Welcome the students cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to “break the ice” and get the students interested in the class.

Say

Good day and a very warm welcome to this training program.

Do

- Welcome all participants to the training program and convey a message of encouragement.
- Thank all the participants for joining and taking part in the training program.
- Introduce yourself briefly to the participants, tell your name and background, and explain your role in the training program.
- Explain the rules of the game you are going to play during the “Icebreaker”.

Note

- While introducing yourself, share at least one piece of personal information, like your hobbies, likes, dislikes, etc. with the participants. This will facilitate participation in many ways.
- Take a keen interest in identifying the needs and aspirations of the participants before conducting the training.

Say

Before we start the training, let us spend some time in introducing ourselves and knowing each other. We shall play a game. Each one of us will tell the class his or her name, hometown, hobbies, and a special quality about himself or herself, starting with the first letter of his or her name. I will start with mine.

Activity

- Make the students stand/sit in the form of a semi-circle or circle, and then begin the game by telling your name, and mentioning one special feature, starting with the first letter of your name.
- Say - “Now, each one of you shall continue with the game by telling your name first, and then one special trait about yourself that starts with the first letter of your name.”
- Listen to the students and watch them as they play the game. Ask questions to clarify any doubt, if you are unable to understand or hear a student properly.
- Remember to –
 - Discourage queries related to one’s financial status, gender-orientation, or religious bias during the game.
 - Try recognising each trainee by his / her name because it is not recommended that a trainer would ask the name of a student during every interaction.

Activity	Duration	Resources Used
Icebreaker	1 hr	Pen, notebook, writing pad, etc.

Say

Did you enjoy this activity? I hope all of you enjoyed this icebreaker session. Now, all of us are well acquainted with each other. This would enable us to proceed with the rest of the training program.

Unit 1.2: Overview of the Agriculture Extension System

Unit Objectives

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

1. Describe the agriculture extension system
2. Explain the role of an agriculture extension service provider

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

This session will provide the students with a brief introduction about the agriculture extension system and the role of an agriculture extension service provider..

Say

Good day and welcome back to the training. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions –

- What do you understand by agriculture?
- Are you aware that agriculture contributes substantially to India's income?
- Can you name the different allied sectors of agriculture?

Write down the participants' answers on the whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points :

- Overview of the agriculture extension system
- Responsibilities of an agriculture extension service provider
- Attributes of an agriculture extension service provider
- Professional competencies

Say

Now we are going to participate in an interesting activity in the class. The name of the activity is 'A Game of Words'. I hope all of you will participate in this activity.

Activity

Ask the participants to say a few random words about the agriculture industry and about agriculture extension services. Capture each response on the whiteboard or the flipchart. You can utilise this opportunity to introduce important and essential terms related to the course. Start teaching with the help of this activity.

Activity	Duration	Resources Used
A Game of Words	1 hr	Pen, notebook, participant handbook, writing pad, whiteboard, etc.

Say

Did you enjoy the activity? Can you see how many agricultural terms you know already?

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts raised by the participants.
- Ask the participants to answer the questions given in the participant handbook.
- Ensure that the participants answer every question.

Unit 1.3: Basic Skills of Communication

Unit Objectives

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

1. Identify the components of effective communication
2. Compare various types of communication
3. Identify the barriers in communication
4. Recognise the importance of active listening

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

This session will provide students with practical lessons on the basic skills of communication.

Say

Good day and welcome back to this training program “Agriculture Extension Service Provider”. Today we shall learn about important aspects of communication skills and gain an overall understanding of the importance of communicating effectively at the workplace.

Ask

Ask the participants the following questions –

- Have you ever come across the term communication skills?
- Do you think lack of effective communication can hamper work?
- Have you ever faced any problem due to ineffective communication or poor communication?

Write down the participants’ answers on the whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points –

- Components of effective communication
- Components of the communication cycle
- Types of communication
- Barriers to communication
- Importance of active listening

Say

For an agriculture extension service provider, it is essential to learn and practise effective communication skills. Let us participate in a video session that will help us know more about this.

Activity

- With the help of a few apt videos, show the students various effective ways of communication.
- Conduct a question and answer session at the end of the video session.
- Encourage students to ask questions related to the videos shown.
- Answer all questions individually.
- Appreciate the students who were actively asking questions.

Activity	Duration	Resources Used
Video Session	0.5 hr	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, notebook, writing pad, etc.

Do

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face.
- Ask students, if they have doubts to clarify.

Say

Did you find the discussion fruitful? Did you find it interesting? I hope you all enjoyed today's activity. Let us now participate in another activity to understand the importance of effective communication at work.

Activity

Choose two students from the class. Ask any one of them to enact the role of an Agriculture Extension Service Provider. Instruct the other student to enact the role of a farmer. Ask both students to enact a scenario, where a farmer faces issues with the low productivity of his fields and an Agriculture Extension Service Provider communicates with him to identify the reasons behind the issue and devise solutions for the same.

Observe how the students depict various elements of the communication cycle through this role-play. Repeat the act with a few more students. Instruct the rest of the class to observe the act carefully and take down crucial notes.

Take note of the following points while observing the role-play:

- Simplicity of language and method
- Flow of communication
- Use of feedback

Activity	Duration	Resources Used
Role-Play	2 hrs	Participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, paper (preferably A4 size) etc.

Say

Did you find the activity helpful? This is how you will be required to communicate with farmers while performing your duties on the job.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts raised by participants.
- Ask the participants to answer the questions given in the participant handbook.
- Ensure that the participants answer every question.

Unit 1.4: Organisational Policies

Unit Objectives

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

1. Comply with relevant organisational policies and procedures

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught the importance of recognising and adhering to organisational policies.

Say

Good day and welcome back to the training. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions –

- What do you understand by the term organisation?
- Why, according to you, agriculture extension service providers must recognise and follow organisational policies?

Write down the participants' answers on the whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Relevant organisational policies and procedures
- Organisational context
- Mission, vision and organisational structure
- Standard operating procedures and policies
- Organisational behaviour
- Relevant health and safety requirements applicable in the work environment

Say

Students, now we shall participate in an interesting activity. This activity is in the form of “Case Study”.

Activity

Divide the class into a few groups. Provide each group with a situation that depicts how a given workplace is full of fire and electrical hazards. Instruct the groups to suggest remedies and preventative measures to avoid these risks. Discuss how adhering to the organisation’s health and safety norms would have reduced the number of such hazards.

Activity	Duration	Resources Used
Case Study	2 hrs	Pen, marker, notebook, participant handbook, writing pad, etc.

Say

Did you find the activity interesting? I hope all of you are now aware of the organisational health and safety policies to be followed by an agriculture extension service provider. Let us now conduct a fire drill to understand the concept of fire-fighting and emergency evacuation techniques.

Activity

Conduct a fire drill, in close coordination with the training centre/institute. Make the students practise the following:

- Responding in the event of a fire
- Initiating evacuation
- Completing evacuation and gathering in the designated assembly area
- Returning to the workplace after the drill
- Participating in the roll call on return

Activity	Duration	Resources Used
Fire Drill	1 hr	Personal Protective Equipment (PPE), fire extinguishers, pen, marker, notebook, participant handbook, writing pad, etc.

Do 

- Ensure that all students participate in the class.
- Encourage the non-participating students to participate actively.
- Ensure that the students maintain complete decorum, and do not disturb the other batches in the centre/institute, while participating in the drill.

Notes for Facilitation 

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask the participants to attempt the exercise questions given in the participant handbook.

Unit 1.5: Farm Safety Signs

Unit Objectives

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

1. Recognise the need for signs, notices and cautions at the site
2. Interpret various signs, notices and cautions at the site

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught the importance of recognising farm safety signs and interpreting their meaning.

Say

Good day and welcome back. Before we begin this session, let us have a round of interaction.

Ask

Ask the participants the following questions –

- What do you understand by the term “safety and warning signs”?
- According to you, why should agriculture extension service providers recognise and interpret farm signs and symbols?

Write down the participants’ answers on the whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points :

- Various signs, notices and cautions at the site

Activity

Display flash cards comprising various safety signs found on an agricultural farm. Ask the students to identify the purpose of each sign on display.

Activity	Duration	Resources Used
Identification Session	0.5 hr	Pen, notebook, participant handbook, writing pad, whiteboard, laptop, overhead projector, laser pointer etc.

Say

Did you enjoy this activity? Did you find the activity fruitful?

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.



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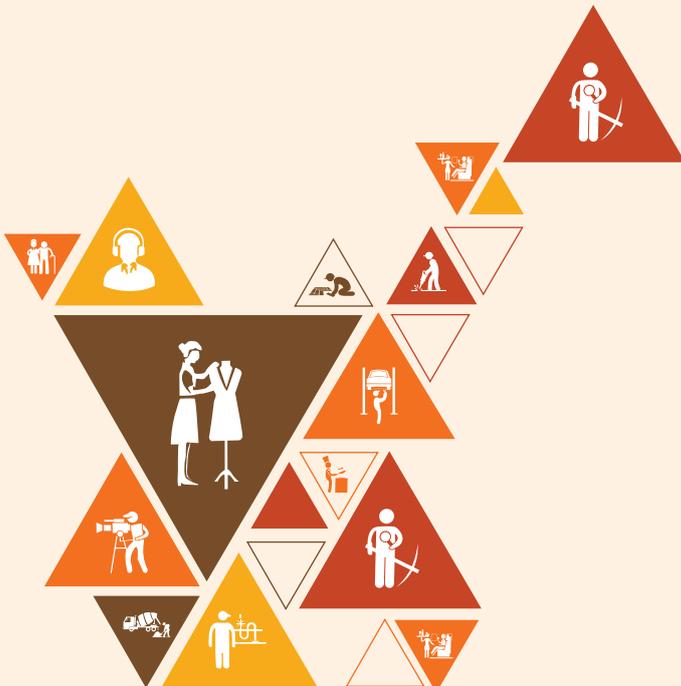
2. Extension Services Plan

Unit 2.1 - Identification of the Extension Need Gaps

Unit 2.2 - Information Resources

Unit 2.3 - Tools and Equipment for the Extension Service

Unit 2.4 - Action Plan for Extension Services



AGR/N7601

Key Learning Outcomes



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

1. Identify the need gaps for agriculture extension services
2. Locate area-specific inputs from senior extension officials and other sources
3. Identify the tools and equipment required for extension services
4. Develop a timeline-based action plan for extension services

Unit 2.1: Identification of the Extension Need Gaps

Unit Objectives

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

1. Plan for extension services, with the help of case studies related to a particular area

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught methods of preparing and planning for extension services.

Say

Good day, and welcome back to the training. Today, we shall discuss the correct ways of preparing and planning for extension services by an agriculture extension service provider.

Ask

Ask the participants the following questions:

- According to you, what qualities should an AESP adopt before speaking with farmers?
- Can you name some socio-economic factors that affect farmers?
- Can you name a few pests and crop diseases?
- How do pesticides help farmers?

Write down the participants' answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Interaction with farmers in the areas chosen
- Socio-economic aspects of the area chosen
- Agro-climatic conditions of the area chosen
- Important areas related to agriculture (like crop rotation)
- Various climatic parameters
- Factors that decide the choice of crop and technologies to be used
- Crop-specific common pests and diseases

Say

Students, today we shall watch some videos on various irrigation methods practised in agriculture.

Activity

- Use a video to show the students the various effective ways of irrigation
- Conduct a question and answer (Q&A) session at the end of the video session.
- Encourage students to ask questions related to the video.
- Answer all questions individually.
- Appreciate the students, who have been asking questions and participating actively.

Activity	Duration	Resources Used
Video Session	0.5 hr	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, notebook, writing pad, etc.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 2.2: Information Resources

Unit Objectives

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

1. Collect inputs from different resources
2. Identify the need gaps of specific areas and sectors

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught the importance of collecting inputs from senior officials, media, and other relevant sources.

Say

Good day and warm welcome to the training program “Agriculture Extension Service Provider”. In this class, we shall learn about the importance of collecting inputs from senior officials, media, and other relevant sources.

Elaborate

In this session, discuss the following points –

- Discussion with senior extension officers regarding extension service plans
- Methods of gathering information from different sources from different sources

Say

Students, we shall now participate in an activity. This activity is called “Plan Ahead” session.

Activity

Ask each student in the class to plan and prepare for the extension services required by farmers in his/her state of residence. Instruct them to prepare and present the plans on chart papers. Ask them to justify why they have chosen the given set of extension services in their respective areas. Each plan must cover the following:

1. Long and short-term goals
2. Plans of action
3. Probable constraints to be faced

Activity	Duration	Resources Used
Plan Ahead Session	4 hrs	Chart paper of light pastel colour (one for each student), craft materials, participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, etc.

Say

Wasn't the activity brainstorming? Did you find it fruitful?

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation

- Ask the participants if they have any question.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 2.3: Tools and Equipment for the Extension Service

Unit Objectives

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

1. Compare various extension service tools

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a brief description of the tools and equipment required for extension services.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider”. Today, we shall discuss various important aspects of the tools and equipment required for the extension service.

Ask

Ask the participants the following questions:

- What, according to you, is the purpose of using tools and equipment?
- Can you name a few tools and equipment used in extension services?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points –

- Tools and equipment to be used for extension services
- Survey design and investigation tools

Say 

Students, now let us participate in an activity. I hope all of you are going to participate in this role-play very actively.

Activity 

- Explain to the students that farm visits are the most common form of personal contact between the extension service provider and the farmer.
- Conduct a role-play session, where one student will play the role of a farmer and another student will play the role of an agriculture extension service provider.
- Ask the students to enact a situation, where the agriculture extension service provider has to offer specific advice or information to the farmer.
- Monitor the role-play and guide the students, if needed.

Activity	Duration	Resources Used
Role-play	2 hrs	Participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, etc.

Say 

Did you find the activity interesting? I hope we all enjoyed this session. This will help us go ahead with our course.

Do 

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation 

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 2.4: Action Plan for Extension Services

Unit Objectives

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

1. Prepare an action plan framework for extension services
2. Practise preparing a schedule and timeline framework for extension services

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught methods of devising an action plan for extension services.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the importance of preparing an action plan and schedule for extension service.

Ask

Ask the participants the following questions:

- Why does scheduling make work easier?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points –

- Preparing an action plan and a timeline framework

Say

Students, now let us participate in an activity. I hope all of you are going to participate in this session very actively.

Activity

Ask each student to prepare an action plan and schedule the timeline for extension services to be provided in his/her respective state of residence.

The schedule should be in the below format:

Week	What (Planning Activity)	When (Time)	Where (Location)
1	Organise field visit	Select the date and time for the Field Day	Select the location
	Identify participants		
2	Collect required extension materials and signboards	Select the date of receiving final materials	Select the place to meet the engaged people for directions
	Allocate tasks to the engaged persons	Compile and put up signboards	
3	Arrange for and conduct Field Day, registration, material distribution, information-sharing, and interaction	Meet on the scheduled Field Day	Meet on the decided field location
4	Evaluate the outcomes of the field visit	Schedule a convenient time that suits all participants	Meet at the decided place
	Analyse the feedback received on the field visit		

Activity	Duration	Resources Used
Prepare a schedule and timeline framework	4 hrs	A4 sheet (one for each student), participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, etc.

Say

Did you find the activity interesting? I hope we all enjoyed this session. This will help us go ahead with our course.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Key Learning Outcomes



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

1. Collect information from farmer representative groups and other stakeholders
2. Practise imparting training on farm operations and related technologies
3. Evaluate the potential application and the performance of the new technology or practice
4. Organise orientation sessions, for farmers, on entrepreneurship, value addition and supply chain systems
5. Establish backward and forward linkages among farmers and respective stakeholders

Unit 3.1: Farmer Representative Groups and Documentation Processes

Unit Objectives

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

1. Compare various representative groups of farmers and stakeholders

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, students will be taught various methods of identifying and categorising different representative groups of farmers and stakeholders.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss various important aspects of the tools and equipment required for extension service.

Ask

Ask the participants the following questions:

- How do representative groups help agriculture extension service providers provide farmers with better extension services?
- Can you name a few representative groups?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Identification of representative groups of farmers and stakeholders
- Functions of representative groups

Say

Students, we shall now participate in an interesting activity. I hope you are going to participate actively.

Activity

- Arrange for a group discussion session.
- Divide the whole class into a few groups.
- Ask each group to select a group leader.
- Make the groups sit in a circle or semi-circle.
- Now, ask each group to participate in a discussion.
- The topic of discussion shall be “Importance of the Rashtriya Swayamsevak Sangh and the Bharatiya Kisan Sangh Acts”.
- Encourage other groups to come up with questions while a group is carrying on with the discussion.

Activity	Duration	Resources Used
Group Discussion	2 hrs	Participant handbook, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.
- Instruct students to enact the role-play, in simple English. However, please inform them that they are required to communicate with farmers in the local languages of their areas of operation.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 3.2: Local Factors Influencing Agriculture

Unit Objectives

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

1. Identify the problems associated with farms and their causes
2. Devise possible solutions to problems associated with farms
3. Arrange for farm testing
4. Implement the best possible solutions on the farms of identified farmers/representative groups

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a brief idea about a few local factors influencing agriculture and agriculture extension services.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss various local factors, which influence agriculture and agriculture extension services.

Ask

Ask the participants the following questions:

- Can you tell me why technology improves the productivity of an agricultural field?
- Why, according to you, India is a labour-intensive country?
- What do you understand by the term “Capital”?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Effect of social and economic factors on agriculture and agriculture extension services
- Effect of environmental factors on agriculture and agriculture extension services
- Influence of government bodies on agriculture

Say

Students, now let us all participate in an activity. The name of this activity is “case study” session.

Activity

Instruct students to work on this activity individually. Ask each student to prepare a case-based report on various factors influencing agriculture and agriculture extension services in his/her home state. Each student’s report must cover:

- Social and economic factors affecting agriculture extension services in the home state
- Environmental factors affecting agriculture extension services in the home state
- Government bodies influencing agriculture extension services

Activity	Duration	Resources Used
Case study and report-making	4 hrs	Participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, etc.

Say

Wasn’t the activity interesting? Did you find it helpful?

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 3.3: Irrigation, Farming and Post-Harvest Technology

Unit Objectives

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

1. Compare various methods of irrigation and precision farming
2. Implement the best identified technology on farms
3. Summarise the advantages of post-harvest operation
4. Identify various methods of storage and their effects on fruit quality and cost dynamics
5. Implement the best possible solutions on the farms of identified farmers/representative groups

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a lesson on irrigation, farming and storage technology to prevent post-harvest losses.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider“. Today, we shall discuss various important aspects of irrigation, farming, and storage technology, that would help farmers to prevent post-harvest losses.

Ask

Ask the participants the following questions:

- What, according to you, is the purpose of irrigation and drainage?
- Can you tell me a few reasons behind post-harvest losses?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Irrigation and drainage methods
- Precision farming methods and their application in crop cultivation

Say

Students, now let us participate in an activity. For an agriculture extension service provider, it is essential to follow standard procedures regarding irrigation, farming and storage. The name of this interesting activity is “Show and Tell”. I hope all of you are going to like this session.

Activity

Ask students to prepare and present PowerPoint presentations (PPTs) to demonstrate the following –

1. Methods of irrigation and drainage in India
2. Methods of precision farming
3. Various methods of harvesting
4. Harvesting tools
5. Cleaning methods
6. Grading methods

Activity	Duration	Resources Used
Show and Tell	3 hrs	Participant handbook, whiteboard, marker, laptop, overhead projector, laser pointer, ppts, etc.

Say

Did you find the discussion fruitful? This activity will help us go ahead with our course.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.



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ASCI

Agriculture Skill Council of India

4. Frontline Demonstrations

Unit 4.1 - Preparation for Frontline Field Demonstrations

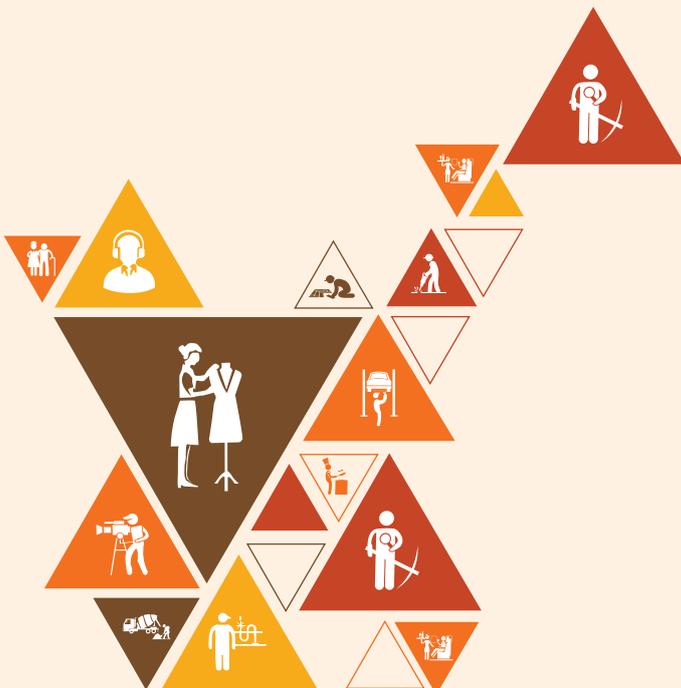
Unit 4.2 - Conduct Frontline Field Demonstrations

Unit 4.3 - Follow Up

Unit 4.4 - Record Keeping

Unit 4.5 - The Operational and Technical Interventions in Agriculture

Unit 4.6 - Safety and Handling of Tools



AGR/N7603

Key Learning Outcomes



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

1. Prepare for front line field demonstrations
2. Practise front line field demonstrations
3. Schedule follow-up processes
4. Practise keeping records
5. Identify the critical inputs in agriculture

Unit 4.1: Preparation for Frontline Field Demonstrations

Unit Objectives

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

1. Select the block and the demonstration area
2. Identify farmers willing to participate in demonstrations
3. Choose proven tools and technologies
4. Identify the customised package of practices in consultation with line departments and other stakeholders
5. Arrange for critical inputs
6. Prepare for frontline field demonstrations

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught methods of preparing and planning for frontline field demonstrations.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the art of preparing and planning for frontline field demonstrations.

Ask

Ask the participants the following questions:

- What do you understand by the term “demonstration”?
- Why, according to you, farmers learn better through demonstrations?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Locality to be chosen for demonstrations
- Selection of appropriate and proven technologies
- Selection of block for the demonstration
- Selection of farmers for the demonstration
- Finalisation of the package of practices
- Critical inputs required for the demonstration

Say

Students, today, we shall all participate in an activity. The activity is called “recall and share”. I hope you all are going to participate in this session very actively.

Activity

Divide the whole class into a few groups. Ask the members of each group to think about and discuss a few essential steps that should be followed by an Agriculture Extension Service Provider, in the preparation stage, for providing frontline demonstrations to farmers. Ask them to jot down their opinions in a notebook. Each group will read aloud what the members have written down.

Activity	Duration	Resources Used
Recall and Share	3 hrs	Pen, marker, notebook, participant handbook, writing pad, etc.

Say

Did you find the activity interesting? I hope all of you enjoyed this session today. This unit is one of the most vital topics of this course.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 4.2: Conduct Frontline Field Demonstrations

Unit Objectives

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

1. Demonstrate various methods of assisting farmers in preparing the field where demonstrations will be held
2. Organise special training programmes for the farmers whose plots have been selected for demonstrations
3. Recognise the importance of being present during crucial farm operations
4. Organise a field day to project the new technologies to be demonstrated
5. Arrange for a few method demonstrations on the operation of farm machines and equipment
6. Demonstrate methods of harvesting in the presence of the identified group of farmers
7. Practise answering questions, asked by farmers, at each stage of the operations
8. Assess satisfaction level of the farmers

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, students will be taught the art and science of conducting frontline field demonstrations.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the process of conducting frontline field demonstrations related to agriculture extension services.

Ask

Ask the participants the following questions:

- Why, according to you, farmers learn better through demonstrations?
- Can you name a few factors that must be considered before conducting frontline demonstrations?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The methods of laying out the field for demonstrations
- Special training programmes for farmers
- The importance of attending crucial farm operations
- Field day arrangement
- Method demonstrations
- Harvesting methods
- The importance of encouraging questions from farmers
- The importance of assessing the farmers' satisfaction level

Say

Let us participate in an activity, where you will learn the steps of conducting frontline demonstrations.

Activity

Take the class for a visit to a nearby farm. Ask them to notice the following procedures –

1. Sowing and planting seeds
2. Applying fertilisers
3. Weeding and pest control
4. Irrigating the fields
5. Adopting plant protection measures
6. Harvesting
7. Threshing
8. Winnowing
9. Weighing the agricultural produce

Ask students to observe these procedures very minutely and take down notes of crucial information. Then, instruct them to identify the needs of the farm and the measures that may be taken to meet them. Ask the students to prepare a plan for Frontline Demonstrations for the farmers working on the farm.

Activity	Duration	Resources Used
Field Visit	6 hrs	Pen, pencil, notebook, participant handbook, writing pad, etc.

Do 

- At the end of the activity, conduct a doubt clarification session of 10-15mins, where the students will clarify their doubts, if any.
- Encourage the students to ask questions.
- Jot down the crucial points on the whiteboard as the students speak.
- Clear each doubt separately.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Say 

Did you enjoy this activity? Did you find the activity fruitful? Awareness of proper farming procedures is extremely essential for an agriculture extension service provider. I hope all of you enjoyed this activity. This session will help us go ahead with the course.

Do 

- Ensure that all students participate actively in the field visit.
- Ensure complete decorum during the visit.
- Ask students to wear the id cards provided to them by the centre/institute.
- Conduct a doubt clarification session once the visit ends and the students are back.

Notes for Facilitation 

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 4.3: Follow Up

Unit Objectives

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

1. Demonstrate various methods of assisting farmers in bridging need gaps and overcoming challenges, in terms of technical knowledge and agricultural inputs
2. Demonstrate regular operations

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, students will be taught the importance and the process of following up with farmers after conducting frontline demonstrations on their plots.

Say

Good day and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss various aspects about the process of following up with farmers after frontline demonstrations.

Ask

Ask the participants the following questions:

- Why, according to you, following up with farmers is essential after conducting frontline demonstrations? Write down the participants’ answers on whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Providing information reinforcement
- Linking follow-up programme with local institutions

Say

Students, now we shall conduct an activity. The activity is called “Share your opinion”.

Activity

Ask individual students to jot down and present the need for a follow-up process after frontline demonstrations. Instruct students to cite and refer to examples, where farmers have returned to their original and traditional practices of farming after frontline demonstrations. They may also refer to cases where farm productivity has improved to a great extent after frontline demonstrations. Ask students to explain how both scenarios have occurred either due to the lack of or the presence of regular follow-up activities, respectively.

Activity	Duration	Resources Used
Share your opinion	3 hrs	Pen, marker, notebook, participant handbook, writing pad, etc.

Say

Did you find the activity fruitful? This unit is an important part of the training, and all of you should know about the concept in details.

Do

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 4.4: Record Keeping

Unit Objectives

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

1. Manage records for each block demonstration
2. Demonstrate crop and site specific demonstrations
3. Evaluate the cost-benefit ratio of the frontline demonstrations

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

This session will provide students with lessons on the importance and process of record keeping.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss various aspects of keeping records.

Ask

Ask the participants the following questions:

- Why, according to you, does keeping records make frontline demonstrations successful?
- How does the practice of keeping records help the Government keep track of demonstrations?

Write down the participants’ answers on whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The process of maintaining records for each block demonstration
- The process of maintaining an information card with basic information
- The process of maintaining a technical report containing information on the cost-benefit ratio of the demonstration

Say

Now let us participate in an interesting activity. This activity is called “observe and fill up”. This session will help you grasp the practical aspects of the unit.

Activity

Provide each student with a correctly filled-up sample (a few pages only) of:

- Block demonstration report
- Information card
- Technical report on frontline demonstration

Ask the students to study the samples carefully. Then, provide each student with blank pages of these three reports and ask them to fill up the same. Instruct the students to refer to the samples while filling up the reports. Ask them if they require any clarification or help.

Activity	Duration	Resources Used
Observe and Fill Up	2 hrs	Samples (three for each student), blank templates (three for each student), pen, marker, participant handbook, etc.

Say

Did you find the activity fruitful? I hope all of you are now well aware of various reports used in agriculture extension systems and how to fill them up.

Do

- Share your inputs and insight to encourage the students and add to what they include in the reports.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 4.5: The Operational and Technical Interventions in Agriculture

Unit Objectives

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

1. Demonstrate the agricultural operations essential for healthy crop growth
2. Compare latest technologies in agriculture

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a detailed lesson on the basic technical inputs in agriculture.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss various technical inputs in agriculture.

Ask

Ask the participants the following questions:

- Have you ever used a mobile app?
- Have you ever purchased or sold anything online? How was the experience?
- Can you name a few technologies that can increase crop yields and reduce pests at the same time?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Methods of increasing the crop yield
- Seed types and characteristics
- Methods of decreasing pests and diseases
- Organic and integrated farming techniques
- E-marketing platform for farmers

Say

Students, now we shall participate in an interesting activity. This activity is called “Element identification”.

Activity

Divide the whole class into a few groups. Ask the members of each group to think about and write down the names of a few elements of organic farming and integrated farming. Ask them to prepare two separate lists for these two techniques. Instruct the students to jot down their answers on a separate white A4 sheet. At the end of the session, ask the students to exchange their papers with their neighbours so that everybody gets a sheet to verify.

Activity	Duration	Resources Used
Element Identification	1 hr	A4 sheets (one for each student), pen, marker, notebook, participant handbook, writing pad, etc.

Say

Did you find the activity interesting? Did you learn about the proper farming technology that should be applied? I hope all of you are now aware of the different elements of organic and integrated farming.

Do

- Share your inputs and insight to encourage the students and add to what they include in the reports.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 4.6: Safety and Handling of Tools

Unit Objectives

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

1. Evaluate the uses and harmful effects of various pesticides
2. Practise safe methods of handling pesticides, tools and equipment

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, we will give students a detailed lesson on the safe handling of tools.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the importance of safe handling of tools by agriculture extension service providers.

Ask

Ask the participants the following questions:

- What is the importance of “safety” in the workplace?
- What do you know about “pesticides”? Why do you think they are harmful?
- What are your ideas about safe handling of tools? Do you know how to do it?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Uses and harmful effects of various pesticides
- Safe methods of handling the pesticides

- First aid to administer in case of exposure of humans to harmful effects of pesticides
 - Exposure of skin
 - Exposure of eyes
 - Oral consumption of pesticide
 - Pesticide inhalation
- Use of tools in demonstrations
- Appropriate handling of tools and safety measures to be adopted for using tools
 - Safety while using tractors
 - Safety while using sharp tools
 - Safety while using powered tools

Say

In this unit, we have learned about various safety measures to be used while handling different tools in the workplace. Let us now participate in an “identify and describe” session to test our understanding of the subject.

Activity

Take the students to the laboratory, where they will practise various first aid techniques, with a special emphasis on treating injuries and pesticide poisoning. Demonstrate the process with the help of a dummy doll and ask students to practise the techniques individually after that.

Activity	Duration	Resources Used
Practice Session	4 hrs	Participant handbook, whiteboard, notebook, pen, pencil, marker, first aid kit (one for each student), dummy doll, etc.

Say

Did you find the activity interesting? I hope you enjoyed this session. This will help us go ahead with our course. Let us now work on another activity to identify safe handling techniques of farming tools.

Activity

Show the class a few flashcards, depicting injuries caused by farming tools. Ask students to identify the tools that may have led to the injuries and state the safety measures that could have been adopted by the user to prevent the same.

Activity	Duration	Resources Used
Flashcard session	1 hr	Flashcards (one for each injury), participant handbook, whiteboard, notebook, pen, pencil, marker, etc.

Do

- Share your inputs and insight to encourage the students.
- Rectify students, if they are working in the wrong way.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.



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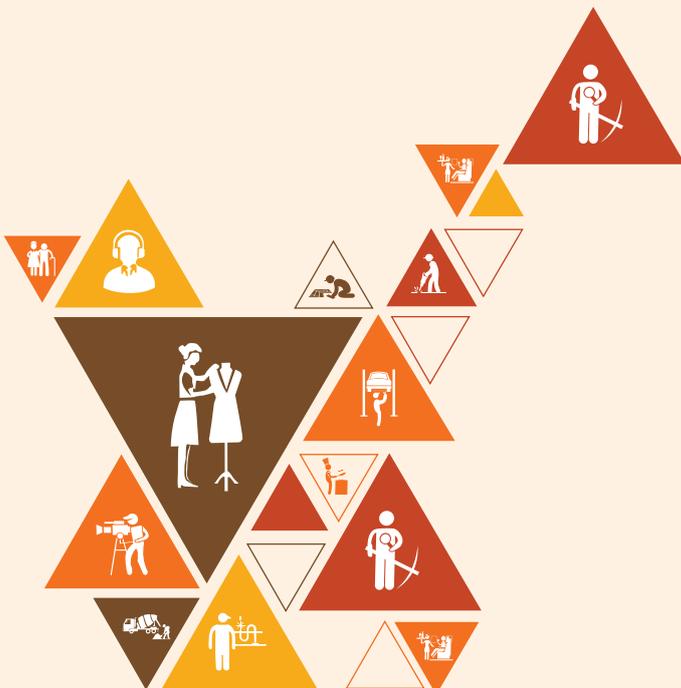
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5. Training Farmers- Planning and Delivery

Unit 5.1 - Plan the Training Program

Unit 5.2 - Deliver Training to the Farmers



AGR/N7604

Key Learning Outcomes



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

1. Plan the training program for the farmers
2. Demonstrate the process of training delivery

Unit 5.1: Plan the Training Program

Unit Objectives

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

1. Identify technologies/topics on which training has to be provided
2. Compare topics, which can help farmers with a supplementary source of income
3. Organise a place where training can be provided.
4. Identify a group of farmers to whom training has to be provided
5. Collect the necessary inputs required for the training

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, students will be taught methods of planning and preparing for various training programmes for local farmers.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the importance and methods of planning and preparing for different training programmes for local farmers.

Ask

Ask the participants the following questions:

- Do you think it is important to train the farmers who are involved in agricultural activities in rural areas?
- Do you know how to plan a training programme for farmers?
- Are you aware of the factors that could affect such training?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Technologies / topics on which training has to be provided
- Topics that can help farmers with a supplementary source of income
- Place where training has to be provided
- Group of farmers to whom training has to be provided
- Necessary inputs required for the training

Say

Students, now we shall participate in an activity. The activity is called “think and speak”.

Activity

Divide the whole class into a few groups. Ask the members of each group to identify and jot down a few methods and names of tools to conduct training sessions for farmers. Each group must point out the topics/ technologies to be covered during such training programmes. They must also point out the advantages of such training programmes. Finally, each group must share their points in front of the class.

Activity	Duration	Resources Used
Think and Speak	3 hrs	Pen, marker, notebook, participant handbook, writing pad, etc.

Say

Did you find the activity interesting? I hope all of you are now aware of various methods and tools to conduct a successful training session for the farmers. This is an important part of this unit, and you all should know about this topic in detail.

Do

- Share your inputs and insight to encourage the students.
- Rectify students, if they are working in the wrong way.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 5.2: Deliver Training to the Farmers

Unit Objectives

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

1. Assemble the farmers on a specific date and time for the training
2. Manage delivery of training modules in a clear and concise manner

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be taught various training delivery processes suitable for farmers.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider”. In this session, we shall learn about the various training delivery methods suitable for farmers.

Ask

Ask the participants the following questions:

- Can you teach farmers through the usual “classroom lecture” method?
- Why, according to you, images and graphics are important in delivering training to farmers?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The importance and process of assembling the farmers on a specific date and time for the training
- The importance and process of delivering training modules in a clear and concise manner
- The need for both theoretical and practical training

- Feedback and follow-up mechanism
- The process of documentation

Say

Students, now we shall all participate in an activity. The activity is called “pop quiz” Session. This will be based on the unit we just went through. This will test your knowledge and understanding of the unit.

Activity

- Conduct a pop quiz by displaying each question on the white display screen, from your laptop, via an overhead projector.
- Provide A4 sheet to every student present in the class.
- The questions will be mainly in the form of multiple choice questions (MCQ).
- The questions should be related entirely to the unit.
- Each question will carry two marks.
- There will be no negative marking.
- Ensure that there are at least ten questions on the display.
- Ask the students to write down the answers on the A4 white sheet provided.

Activity	Duration	Resources Used
Pop Quiz	1 hr	Participant handbook, whiteboard, notebook, laptop, overhead projector, laser pointer, writing pad, pen, pencil, marker, paper (preferably A4 size), etc.

Say

Write down your name and your ID number on the top of the A4 white sheet provided to you. As I show you a question on the slide, write down the question number on the sheet and the answer beside it. Please inform me when you are done with a question so that I can move on to the next question.

Do

- On the completion of the session, ask the students to exchange their papers with the neighbours, so that everybody gets a paper to check.
- Display the correct answers on the white screen from your laptop, via the overhead projector.
- Encourage the non-participating students to participate actively.
- Declare the name of the student, who scored the highest, and applaud him/her for good performance.

Say

Did you find the activity fruitful? I hope you all enjoyed today's session thoroughly.

Do

- Share your inputs and insight to encourage the students.
- Rectify students, if they are working in the wrong way.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Key Learning Outcomes



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

1. Compare various methods of developing backward linkages with input suppliers
2. Analyse important agribusiness and supply chain components
3. Set up forward linkages with the industry

Unit 6.1: Backward Linkages with Input Suppliers

Unit Objectives

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

1. Identify the agri-input need gap
2. Identify the possible existing solutions through backward linkages

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a brief idea about establishing backward linkages with input suppliers.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the importance of establishing backward linkages with input suppliers.

Ask

Ask the participants the following questions:

- Why do you think networking is important in the agriculture industry?
- Have you ever come across the term “backward linkage”?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- The importance of helping farmers in arranging high-quality critical inputs at an optimum cost
- Different forms of critical inputs
 - Seed
 - Fertilisers

- Pesticides
- Credit
- Insurance
- The methods of identifying potential suppliers in local and nearby markets

Say

Today we are going to attend a session, where a professional agriculture extension service provider shall share his own experience of establishing backward linkages with input suppliers. This will be an interesting session, and it will also help us grasp the concept better.

Activity

- Invite an industry expert to share his experience of establishing backward linkages with input suppliers.
- Encourage the students to listen to the expert properly.
- Encourage students to ask questions and make the session interactive.
- Ask them to jot down the important observations in their notebooks.

Activity	Duration	Resources Used
Industry Expert Session	2 hrs	Pen, pencil, notebook, participant handbook, writing pad, etc.

Do

- At the end of the activity, conduct a doubt clarification session of 10-15mins, where the students will clarify doubts, if any.
- Encourage the students to ask questions.
- Jot down the crucial points on the whiteboard as the students speak.
- Clarify each doubt separately.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Say

Did you enjoy this activity? Did you find the activity fruitful? I hope all of you enjoyed listening to the expert. This will help us go ahead with our course.

Do 

- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation 

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

Unit 6.2: Establishing Forward Linkages with the Industry

Unit Objectives

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

1. Demonstrate entrepreneurial skills for selling agricultural produce
2. Create an agri-business plan
3. Evaluate the concept of cash management
4. Demonstrate methods of assisting farmers in networking with stakeholders engaged in post-harvest operations

Resources to be used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment, and tools (as recommended for the job role)

Note

In this session, the students will be given a detailed lesson on the importance and process of establishing forward linkages with the industry.

Say

Good day, and welcome back to the training program “Agriculture Extension Service Provider “. Today, we shall discuss the importance of preparing, planning and establishing forward linkages with the industry.

Ask

Ask the participants the following questions:

- What do you understand by the term “entrepreneurial skills”?
- Have you ever come across the term “agri-business plan”?
- Can you tell me why cash management is important?

Write down the participants’ answers on the whiteboard. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Entrepreneurial skills in farmers for selling agricultural produce
- The process of linking farmers to input providers
- The process of preparing agri-business plan
- Concept of cash management
- Effective practice in forward linkage such as warehouse, marketing, etc.
- The process of linking farmers to food and supply chain industry
- Cost-effective sources of supply

Say

Students, let us participate in an activity. The name of this activity is “group discussion”. I hope you are going to participate in this session very actively.

Activity

- Arrange for a group discussion session.
- Divide the whole class into a few groups.
- Ask each group to select a group leader for the group.
- Make the groups sit in a circle or semi-circle.
- Now ask each group to conduct a discussion, one after the other.
- The topic of discussion is “Need for preparing, planning and establishing forward linkages with the industry”.
- Encourage other groups to come up with questions when a group is participating in the discussion session.
- Appreciate best efforts.

Activity	Duration	Resources Used
Group Discussion	2 hrs	Participant handbook, whiteboard, marker, etc.

Do 

- At the end of the activity, conduct a doubt clarification session of 10-15mins, where the students will clarify doubts, if any.
- Encourage the students to ask questions.
- Jot down the crucial points on the whiteboard as the students speak.
- Clarify each doubt separately.
- Share your inputs and insight, to encourage the students and add to what they talk about.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and speak.

Say 

Did you find the discussion fruitful? I hope you all enjoyed this activity thoroughly.

Do 

- Share your inputs and insight to encourage the students.
- Rectify students, if they are working in the wrong way.
- Ensure that all students participate in the class.
- Encourage the non-participating students to open up and participate.
- Ensure that the students work on the report individually.

Notes for Facilitation 

- Ask the participants if they have questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.
- Clarify all doubts.
- Ask them to attempt the exercise questions given in the participant handbook.

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. In case the query can be turned to an assignment to the class, do so. You can work with the 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 7.1: Personal Strengths & Value Systems Unit

Key Learning Outcomes



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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self- analysis
10. 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 techniques
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

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

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

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?

Say

- 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.

Do

- 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.

Say

- Through this activity we got some tips on how can we prevent these common health issues.
- Let us now see how many of these health standards we follow in our daily life.

Activity

- Health Standard Checklist from the Participant Handbook.

Ask

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

Say

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

Do

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

Summarize

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

Ask

Discuss:

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

Say

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

Activity

- Health Standard Checklist: Hygiene

Say

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

Do 

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

Ask 

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

Summarize 

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

Ask 

- What is a habit?

Say 

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

Summarize 

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

Unit 7.1.2: Safety

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Safety signs and symbols, Safety equipments
- Blank papers and pens

Say

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

Team Activity

Safety Hazards

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

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

Ask

- How could you or your employees get hurt at work?

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

Unit 7.1.3: Self Analysis – Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers and 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? from the Participant Handbook.****Do** 

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

Say



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

Summarize



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

Unit 7.1.4: 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 narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

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

Do 

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

Summarize 

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

Unit 7.1.5: Creativity and Innovation

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers and 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.

Spring'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-young-indians/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-young-indians/20151208.htm>

Looms for physically challenged

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

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

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

Ask 

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

Say 

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

Team Activity 

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize



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

Notes for Facilitation



- Source for stories on innovations:

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

Unit 7.1.6: Time Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity



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

Say



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

Ask



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

Say



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

Activity



Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

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

PART 2 URGENT-IMPORTANT GRID

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

- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

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

1

2

3

4

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

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT

NOT URGENT/ IMPORTANT

1

2

3

4

URGENT/ NOT IMPORTANT

NOT URGENT/ NOT IMPORTANT

Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summarize

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

Notes for Facilitation

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

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

Unit 7.1.7: Anger Management

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say 

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

Do 

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

Activity 

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

Say

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

Do

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

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

Unit 7.1.8: Stress management: What is stress?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

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

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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do

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

Say

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do 

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

Scenario 5

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

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

Say **De-brief:**

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

Summarize



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

Notes for Facilitation



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

Unit 7.2: Digital Literacy: A Recap

Key Learning Outcomes



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

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

Unit 7.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with the required applications

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 7.2.2: MS Office and Email: About MS Office

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

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 7.2.3: E-Commerce

Unit Objectives

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

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

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say

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

Do

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

Say

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

Explain

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

Say

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

Role Play

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

Ask 

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

Say 

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

Do 

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

Ask 

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

Say 

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

Summarize 

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

Unit 7.3: Money Matters

Key Learning Outcomes



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

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

Unit 7.3.1: Personal Finance - Why to Save?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say



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

Summarize



You can summarize the session by discussing:

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

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

Unit Objectives

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

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

Resources to be Used

- Account opening sample forms
- Participant Handbook

Ask

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

Example

- Let's look at the given example:

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

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

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

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Activity De-brief

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

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief

How did you design the form?

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

Do

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

Summarize

Note:

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

Sample Bank Account Opening form.

Photograph	XXX Bank		
SAVING BANK ACCOUNT OPENING FORM			
Account No.: _____		Date: _____	
Name of the Branch			
Village/Town			
Sub District / Block Name			
District			
State			
SSA Code / Ward No.			
Village Code / Town Code		Name of Village / Town	
Applicant Details:			
Full Name	Mr./Mrs./Ms.	First	Middle Last Name
Marital Status			
Name of Spouse/Father			
Name of Mother			
Address			
Pin Code			
Tel No. Mobile			Date of Birth
Aadhaar No.			Pan No.
MNREGA Job Card No.			
Occupation/Profession			
Annual Income			
No. of Dependents			

Detail of Assets	Owning House : Y/N	Owning Farm :
	Y/N	
	No. of Animals :	Any other :
Existing Bank A/c. of family members / household	Y / N	If yes, No. of A/cs. _____
Kisan Credit Card	Whether Eligible Y / N	

I request you to issue me a **Rupay Card**.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration:

I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place:

Date:

Signature / LTI of Applicant

Nomination:

I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:

Date:

Signature / LTI of Applicant

Witness(es)*

1. _____

2. _____

*Witness is requires only for thumb impression and not for signature

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

Unit Objectives

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

- Differentiate between fixed and variable costs

Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

Ask

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

Say

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

Team Activity

Identify the type of cost

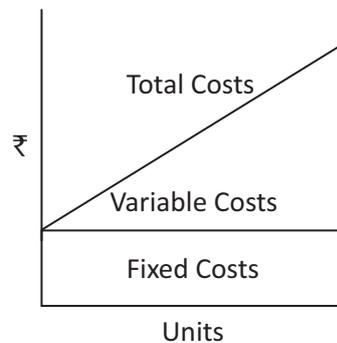
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

Say

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



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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.

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

Activity De-brief

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

Do

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

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

Unit 7.3.4: Investments, Insurance and Taxes

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

- Summarize the unit by discussing the key points and answering question

Notes for Facilitation

QUESTIONS FOR THE QUIZ

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 borrowed 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's the difference between custom duty and OCTROI?

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

Unit 7.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

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

Resources to be Used

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

Ask

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

Say

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

Do

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

Say

- 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 7.4: Preparing for Employment and Self Employment

Key Learning Outcomes

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

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

Unit 7.4.1: Interview Preparation: How to Prepare for an Interview

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Activity 1

Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity 2

Planning the right attire

Do

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

Summarize

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

Unit 7.4.2: Preparing an Effective Resume: How to Create and 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 and 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.

Say

- 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.

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 nxxxxxxxla@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: nxxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

Unit 7.4.3: Interview FAQs

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Say

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

Do

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

Role Play

- Conduct the role plays for the situations given.

Do

Situation 1

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

Say **De-brief:**

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

Do **Role Play – Situation 2**

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

Say **De-brief:**

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

Do **Role Play – Situation 3**

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

Say **De-brief:**

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

Do **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.”

Do **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.

Do **Role Play – Situation 6**

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

Say **De-brief:**

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

Do **Role Play – Situation 7**

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

Say **De-brief:**

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

Explain 

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

Do 

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

Activity 

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?
How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summarize 

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

Unit 7.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers, blank sheets of paper and pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say 

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

Ask 

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

Say 

- Let's now continue the activity.

Team Activity **Terms and Terminology**

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

Part 2

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

Activity De-brief

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

Do 

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

Say 

- Let's go ahead with the activity.

Team Activity **Terms and Terminology**

- The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do 

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

Summarize 

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

Unit 7.5: Understanding Entrepreneurship

Key Learning Outcomes



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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Discuss 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 the 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 their business
19. Discuss the entrepreneurial process
20. Describe the entrepreneurship ecosystem
21. Discuss the purpose of the 'Make in India' campaign
22. Discuss the key schemes to promote entrepreneurs
23. Discuss the relationship between entrepreneurship and risk appetite
24. Discuss the relationship between entrepreneurship and resilience
25. Describe the characteristics of a resilient entrepreneur
26. Recall entrepreneurial success stories
27. Discuss how to deal with failure

Unit 7.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/types of enterprises)

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Say

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

Team Activity

Quiz Questions

1. Who is the founder of Reliance Industries?
Dhirubhai Ambani
2. Who is the Chairman of Wipro Limited?
Azim Premji
3. Who launched e-commerce website Flipkart?
Sachin Bansal and Binny Bansal
4. Who is the founder of Paytm?
Vijay Shekhar Sharma
5. Who is CEO of OLA Cabs?
Bhavish Aggarwal
6. Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?
Bhavish Aggarwal

Do

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

Ask

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

Say

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

Summarize

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

Notes for Facilitation

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

Unit 7.5.2: Leadership and Teamwork

Unit Objectives

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

- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.



Say

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

Say

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

Ask

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

Say 

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

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

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

Say **De-brief:**

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

Say 

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

Summarize 

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

Unit 7.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

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

Ask

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

Say

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

Do

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

Activity 2

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask **De-brief question:**

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

Say 

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

Activity 3 **Elevator Pitch:**

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

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

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

Do 

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

Notes for Facilitation

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

Example:

Here's how your pitch could come together:

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

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

Summarize

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

Unit 7.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Do 

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

Say **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?

Say 

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

Ask 

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

Say 

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

Summarize 

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

Activity 

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

Do 

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

Ask 

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

Say 

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask 

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

Say 

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

Say 

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

Role Play 

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

Do 

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation**Facilitating Role Plays****Preparing for the activity**

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

Conducting the activity

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

Summarize

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

Unit 7.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

- Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity

Do your SWOT analysis

Strength

What are your strengths?
 What unique capabilities do you possess?
 What do you do better than others?
 What do others perceive as your strengths?

Weakness

What are your weaknesses?
 What do your competitors do better than you?

Opportunity

What trends may positively impact you?
 What opportunities are available to you?

Threat

Do you have solid financial support?
 What trends may negatively impact you?

Do

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

Ask

De-brief questions:

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

Summarize

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

Unit 7.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

Resources to be Used

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

Ask

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

Say

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

Ask

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

Say

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

Team Activity

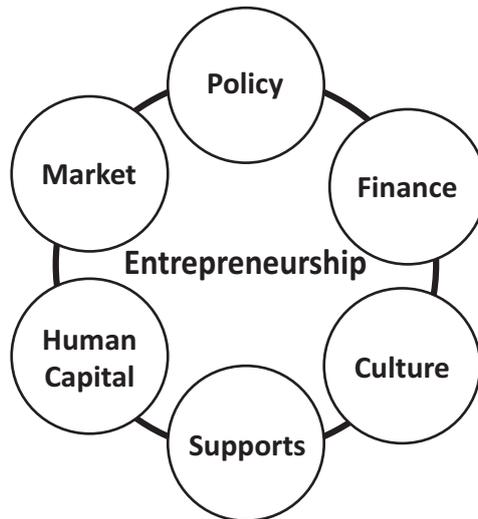
- Making a poster showing the entrepreneurship support eco-system.

Do

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

Activity De-brief

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



Ask

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

Say

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

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

Unit 7.5.7: Risk Appetite & Resilience

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens and 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 not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

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

Say

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

Team Activity

Risk Appetite

- This is a group activity.

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

Activity De-brief

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

Do

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

Ask

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

Example

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

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

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

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

Say 

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

Say 

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

Team Activity **Entrepreneurship and Resilience**

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

Activity De-brief

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

Do 

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

Summarize 

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

Unit 7.5.8: Success and Failures

Unit Objectives

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

- Recall entrepreneurial success stories
- 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.

Role Play

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

Do

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- 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 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 7.6: Preparing to be an Entrepreneur

Key Learning Outcomes



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

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

Unit 7.6.1: Market Study/The 4Ps of Marketing/Importance of an IDEA: Understanding Market Research

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers, markers pens, blank sheets of paper

Ask

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

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of 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 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.

Say

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

Summarize

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

Unit 7.6.2: business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

Resources to be Used

- Participant Handbook

Say

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

Activity

- The activity is a quiz.

Do

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

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

Unit 7.6.3: CRM & Networking

Unit Objectives

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

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

Resources to be Used

- Participant Handbook

Ask

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

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do 

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

Say 

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

Activity **Group Discussion**

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

Summarize 

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

Unit 7.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Chart papers, blank papers, marker pens, ruler

Ask

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

Say

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

Ask

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

Do

- Ask few participants to share their business ideas.

Ask

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

Say

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

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.

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

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

Say

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

Say 

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

Do 

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

Say 

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

Summarize 

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

Notes for Facilitation 

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

Unit 7.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying for bank finance

Resources to be Used

- Participant Handbook
- Bank loan/finance form sample

Ask

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

Say

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

Do

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

Summarize

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

Notes for Facilitation

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

**CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION
(Common for all banks)**

1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on _____
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on _____
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
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 (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

Unit 7.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own enterprise

Resources to be Used

- Participant Handbook

Ask

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

Say

- Let's have a look at this example:

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

Say

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

Say

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

Team Activity

Enterprise Management

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

Activity De-brief

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

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 to make a matrix they need to fill.
- They have to write the main topics and key words that will help them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summarize

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

Unit 7.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

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

Resources to be Used

- Participant Handbook
- Blank sheets of paper
- Pens

Ask

- Why do you want to become an entrepreneur?

Say

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

Do

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

Summarize

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



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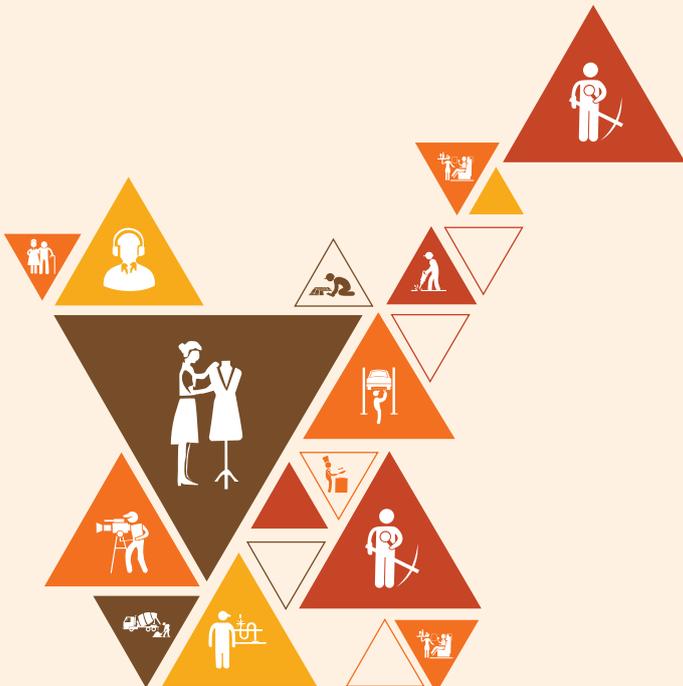
Agriculture Skill Council of India

8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: Answers to Exercises for PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Agriculture Extension Service Provider		
Qualification Pack Name & Ref. ID	Agriculture Extension Service Provider, AGR/Q7601		
Version No.	1.0	Version Update Date	
Pre-requisites to Training (if any)	12th standard		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Plan for the extension services: Identification of the required extension services, collection of inputs for extension services, preparation and planning for the extension services, etc. 2. Identify location specificity of agricultural technology 3. Train the farmers: Planning, delivery, feedback and documentation 4. Demonstrate the latest technologies: Field demonstration, method demonstration, tools and equipment, observation, feedback, etc. 5. Assist with backward and forward linkages 		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Tools	Duration (HH:MM)
1	Introduction Theory Duration (HH:MM) 5:00 Practical Duration (HH: MM) 00:00	An overview of Agriculture Extension Industry	<ul style="list-style-type: none"> Evaluate the general discipline in the classroom (Dos & Don'ts) Evaluate the role of agriculture extension service provider Practise basic skills of communication Practise basic reading capabilities to enable reading of signs, notices and/or cautions at site 	-	Classroom lecture/ Power-Point Presentation, Question and Answer	Computer , black/white Board, marker/ chalk, duster, pamphlets, leaflets	5 Theory (5:00)
2	Plan for the Extension Services Theory Duration (HH: MM) 15:00 Practical Duration (HH: MM) 20:00	Take inputs for Preparing for Extension Services	<ul style="list-style-type: none"> Identify the required extension services Discuss with senior extension officers to plan the area where the services have to be provided Discuss with senior extension officers the type of training that should be provided for the chosen area 	AGR/N7601 PC 1, PC 2, PC 3, PC 4, PC 5, PC 6, KA 1, KA 2	Classroom lecture/Visit to extension departments/ Meeting officials	Computer/ laptop, black/ white/ Board, marker/chalk, duster, pamphlets, leaflets, projector, sound system, internet connection	5 Theory (1:00) Practical (4:00)

			<ul style="list-style-type: none"> Evaluate technologies for increasing crop production, farmer productivity, earnings 				
			<ul style="list-style-type: none"> Employ ways to provide demonstrations and training 				
			<ul style="list-style-type: none"> Assess various climatic parameters such as maximum and minimum temperatures, intensity and distribution of precipitation (rainfall), relative humidity, etc. 				
			<ul style="list-style-type: none"> Apply information about pest and diseases specific to a given agro-climatic region, the life cycles of these pests and diseases and the sources of infection 				
		Take inputs and Identify tools and Equipment	<ul style="list-style-type: none"> Collect information from different sources such as media, internet, exhibitions, seminars, workshop, interaction with experts 	AGR/N7601 KB 1, KB 2, KB 3, KB 4, SA 1, SA 2	Classroom lecture/Visit to extension departments/ Meeting subject matter specialists	Computer/ laptop, black/ white/ Board, marker/chalk, duster, pamphlets, leaflets, projector, sound system, internet connection	6 Theory (2:00) Practical (4:00)
			<ul style="list-style-type: none"> Analyse areas like crop rotation, irrigation and drainage, plant breeding, plant physiology, soil classification, soil fertility, weed control, insect and pest control, etc. for extension services 				
			<ul style="list-style-type: none"> Identify equipment for providing extension services 				
		Take inputs on legislation, work policies and safety requirements	<ul style="list-style-type: none"> Comply with relevant legislation, standards, policies, and procedures in work 	AGR/N7601 SB 1, SB 2, SB 4, SB 6, SB 7	Classroom lecture/Visit to extension departments/ Meeting subject matter specialists	Computer/ laptop, black/ white Board, marker/ chalk, duster, pamphlets, leaflets, projector, sound system, internet connection,	3 Theory (1:00) Practical (2:00)
			<ul style="list-style-type: none"> Practise relevant health and safety requirements applicable in the work environment 				

		Plan for field visits	<ul style="list-style-type: none"> Identify problems that may arise while carrying out tasks and take preventive action following workplace procedures Discuss issues, clarify doubts and seek solutions Practise taking decisions related to the concerned work area Practise setting-up plans for field visits 	SB3, SB 5	Classroom lecture/Visit to extension departments/ Meeting subject matter specialists	Computer/ laptop, black/ white Board, marker/ chalk, duster, pamphlets, leaflets, projector, sound system, internet connection, plant breeding tools, pesticide sprayer.	4 Theory (2:00) Practical (2:00)
		Prepare for Providing Extension Services by training	<ul style="list-style-type: none"> Take internal training from subject matter specialists to prepare for extension services Identify doubts during internal training Develop proficiency in the subject matter Evaluate the new technologies to be demonstrated Evaluate the usage of tools and equipment in extension services Illustrate the job role and responsibilities and sources for information pertaining to work Practise various operations that have the potential to increase yield and decrease the incidence of pests and diseases Demonstrate ways to increase crop yield and resource utilisation Use the latest technologies efficiently 	AGR/N7601 PC 7, PC 8, PC 9, PC 10, KA 3, KB 5, KB 6	Classroom lecture/Visit to extension departments/ Meeting subject matter specialists	Computer/ laptop, black/ white/ Board, marker/chalk, duster, pamphlets, leaflets, projector, sound system, internet connection, plant breeding tools, pesticide sprayer	7 Theory (3:00) Practical (4:00)

		Study the socio-economic culture of the area	<ul style="list-style-type: none"> Prepare for exhibitions/ seminars/ workshop, for providing information on new technologies in agriculture and allied sectors 				
			<ul style="list-style-type: none"> Evaluate the social and cultural constitution of the farmers 	AGR/N7601	Classroom lecture/Farmer interaction/ Visit to extension departments/ Visit to workshops	Computer/ laptop, black/ white Board, marker/ chalk, duster, pamphlets, leaflets, projector, sound system, internet connection, maps of the chosen area.	3 Theory (1:00) Practical (2:00)
			<ul style="list-style-type: none"> Evaluate factors affecting the socio-economic profile of the farmers 	SA 3, SB 8, SB 9, SB 10, SB 11			
			<ul style="list-style-type: none"> Estimate agro-climatic condition of the chosen area 				
			<ul style="list-style-type: none"> Identify the extension services to be demonstrated 				
			<ul style="list-style-type: none"> Plan to attend meetings of stakeholders 				
			<ul style="list-style-type: none"> Organise meetings with representative group of farmers for interaction 				
			<ul style="list-style-type: none"> Practise building rapport with senior officers and specialists 				
		Prepare the action plan	<ul style="list-style-type: none"> Practise building rapport with senior officers and specialists 	AGR/N7601			
			<ul style="list-style-type: none"> Prepare action plans comprising shortlisted technologies, tools and equipment for survey design and investigation, training methodologies, etc. 	KA 5, KA 6, KB 10, KB 11, KB 12, KB 13, KB 14, SA 4, SB 16, SB 17, SB 18, SB 19, SB 20, SB 21, SB 22, SB 23, PC 15, PC 16, PC 17, PC 18			
			<ul style="list-style-type: none"> Schedule date and time to contact farmers 				
			<ul style="list-style-type: none"> Arrange the timeframe of different elements of extension services, such as soil-testing, frontline demonstrations and training 				
			<ul style="list-style-type: none"> Comply with the budget guideline and prepare cost-effective plans for extension services 				
			<ul style="list-style-type: none"> Comply with health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business 				

			<ul style="list-style-type: none"> • Practise documentation and related procedures applicable in the context of work 				
			<ul style="list-style-type: none"> • Practise techniques of survey design 				
			<ul style="list-style-type: none"> • Identify tools to be used in survey and investigation 				
			<ul style="list-style-type: none"> • Collect machinery, equipment and other inputs to be used for testing 				
			<ul style="list-style-type: none"> • Identify types of tools and equipment 				
			<ul style="list-style-type: none"> • Identify tools and equipment to be used in extension services 				
			<ul style="list-style-type: none"> • Practise reading relevant newspapers/booklets, etc. 				
			<ul style="list-style-type: none"> • Assess the problem, evaluate possible solutions and take up optimum/best solutions 				
			<ul style="list-style-type: none"> • Identify economically viable and operationally feasible solutions that meet farmer needs 				
			<ul style="list-style-type: none"> • Analyse the information received from officers and specialists 				
			<ul style="list-style-type: none"> • Assess analytically to come up with solutions 				
			<ul style="list-style-type: none"> • Analyse and evaluate information gathered from training 				
			<ul style="list-style-type: none"> • Recognise the need to improve/adapt the technologies based on results found from analytical thinking 				
			<ul style="list-style-type: none"> • Manage one's own work and learning 				
			<ul style="list-style-type: none"> • Apply, analyse and evaluate information gathered from training, observation, experience, reasoning, or communication, as a guide to thought and action 				
			Total				Theory (15:00) Practical (20:00)

3	Identify location specificity of Agricultural Technology Theory Duration (HH: MM) 10:00 Practical Duration (HH: MM) 30:00	Interact with farmers and others	<ul style="list-style-type: none"> Identify the representative group of farmers 	AGR/N7602 PC 1, PC 2, PC 3, PC 4, PC 5, PC 6, PC 7	Classroom lecture/Visit to stakeholders and farmer representatives/ Power-Point presentation/ Question and Answer	Computer/ laptop, black/ whiteboard, marker/ chalk, duster, stainless steel soil sampling probe, vehicle mounted hydraulic probes, markers, sample bags	5 Theory (1:00) Practical (4:00)					
			<ul style="list-style-type: none"> Identify other stakeholders in the area such as the Sarpanch, village level Agriculture Department officer, etc. 									
			<ul style="list-style-type: none"> Arrange to meet with the representative group of farmers and other stakeholders 									
			<ul style="list-style-type: none"> Analyse the objectives of the exercise 									
			<ul style="list-style-type: none"> Arrange for the representative group to participate in the exercise 									
			<ul style="list-style-type: none"> Employ detailed discussions to assess their needs 									
			<ul style="list-style-type: none"> Arrange for the involvement of the representative group in investigations to find the suitability of new technology 									
	Plan for lab visits	<ul style="list-style-type: none"> Perform soil testing in laboratories and various nutrients (macro and micro) that are analysed Arrange tools to be used in survey and investigation Identify machinery, equipment and other inputs to be used for testing Prepare soil analysis report and its components Evaluate the different farm machinery available and their utility to maintain soil tilth and health Identify the uses and harmful effects of various pesticides Practise safe methods of handling pesticides 	AGR/N7602 KB 4, KB 5, KB 9, KKB 26, KB 27, KB30, KB 31	Classroom lecture/ Visit to soil testing labs/ Use of models	Computer/ laptop, black/ white Board, marker/ chalk, duster, booklets, leaflets, projector, sound system, internet connection, soil testing tools	5 Theory (1:00) Practical (4:00)						
							Plan for field visits	<ul style="list-style-type: none"> Practise using various soil sampling procedures 	AGR/N7602 KB 3, KB 7, KB 8, KB 10, KB 13, KB 17, KB 18, KB 19	Classroom lecture/ Visit to soil testing labs/ Use of models	Computer/ laptop, black/ white Board, marker/ chalk, duster, booklets, leaflets, projector, sound system,	5 Theory (1:00) Practical (4:00)
								<ul style="list-style-type: none"> Analyse time and method of irrigation appropriate for a given soil type 				
<ul style="list-style-type: none"> Analyse various methods of harvesting 												

			<ul style="list-style-type: none"> Comply with the precautions to handle fruits during harvest Evaluate the advantages of grading (at the time of harvesting) in the price determination Practise techniques of survey design Evaluate soil types, their advantages and disadvantages concerning the nutrient status Perform various methods of land preparation to maintain soil tilth, based on the soil type 			internet connection, soil testing tools, soil samples	
		Study the area's socio-economic culture	<ul style="list-style-type: none"> Analyse people and their culture in the area where demonstrations have to be made Practise communicating in local language Practise educating and informing farmers about different issues Recognise the significance of etiquette and body language Practise politeness and courtesy under all circumstances Practise developing relationships and using a human-centric approach Assess the problem, evaluate the possible solutions and take up optimum/best solutions Identify economically viable and operationally feasible solutions which meet farmer needs Analyse the data and information collected from on-farm testing to come up with results and solutions thereof 	AGR/N7602 KB 32, SA 10, SA 11, SA 12, SA 13, SB 13, SB 14, SB 15, SB 16	Classroom lecture/ Visit to soil testing labs/ Use of models	Computer/ laptop, black/ white Board, marker/ chalk, duster, booklets, leaflets, projector, sound system, internet connection, soil testing tools	5 Theory (1:00) Practical (4:00)

		Conduct on-farm testing	<ul style="list-style-type: none"> Practise efficient methods of irrigation and resource use Identify the problems to be solved Arrange the problems by priority Identify the causes of problems Assess possible solutions Evaluate possible solutions for feasibility Demonstrate the effects of the soil type, level of the land and water availability on the crop growth and its yield Estimate the time and method of irrigation and drainage as per given soil type and climatic condition Analyse the influence of crop stage of harvesting and method of harvesting, on keeping quality of the fruits and effect on storage losses Recognise the need to put the farmers at ease and suggest solutions Develop rapport with farmers and other stakeholders Practise listening carefully to and interpreting the requirements of the farmers Evaluate possible solutions 	AGR/N7602 KB 14, PC 3, PC 4, PC 8, PC 9, PC 12, KB 12, KB 13, KB 20, SA 9, SB 7, SB 8, SB 9	Classroom lecture/Visit to exhibitions/seminars/workshop/Visit agricultural areas	Computer/laptop, black/whiteboard, marker/chalk, duster, Brochures, pamphlets, product information sheets, pest controlling equipment, stainless steel soil sampling probe, vehicle-mounted hydraulic probes, markers, sample bags, spade/shovel, buckets, activated carbon, rotary shaker, Morgan extraction flask, porosity filter paper, reciprocating shaker	5 Theory (1:00) Practical (4:00)
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		<p>Conduct on-farm testing added to various operations</p>	<ul style="list-style-type: none"> • Identify experimental factors to be included in on-farm experiments • Demonstrate on-farm experiments in the fields of representative farmers • Prepare the representative farmers for the experiments • Practise cause-effect relationships • Evaluate the performance and potential application of the new technology/farm practice • Evaluate new technology to be applied 'as-is', or it needs to be refined and modified as per the local context • Evaluate work-related information, clarifications and support • Practise methods and their influence on the fruit quality and consumer's health • Practise various methods of storage and their cost dynamics • Analyse the advantages and challenges of various latest developments (both institutional and technical) • Practise operations having the potential to increase yield and decrease the incidence of pests and diseases. • Evaluate the information gathered from observation, on-farm testing, experience, reasoning, discussions with farmers and stakeholders 	<p>AGR/N7602</p> <p>PC 13, PC 15, PC 16, PC 17, PC 18, PC 19, KA 4, KB 21, KB 22, KB 23, KB 24, SB 17</p>	<p>Classroom lecture/Visit to exhibitions/seminars/workshop/ Visit agricultural areas</p>	<p>Computer/laptop, black/whiteboard, marker/chalk, duster, Brochures, pamphlets, product information sheets, pest controlling equipment, stainless steel soil sampling probe, vehicle-mounted hydraulic probes, markers, sample bags, spade/shovel, buckets, activated carbon, rotary shaker, Morgan extraction flask, porosity filter paper, reciprocating shaker</p>	<p>5</p> <p>Theory (2:00) Practical (3:00)</p>
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		Complete the documentation	<ul style="list-style-type: none"> Evaluate the results of on-farm testing in a precise, clear and concise manner Perform documentation and related procedures applicable as per work context Identify the availability of various micro and macro nutrients in a given soil or crop sample Practise precision farming methods and their application in crop cultivation Practise latest technological developments that have potential to increase the crop yield and resource use Interpret ways of documenting results of on-farm testing Analyse various ways of effective reporting and present the results to the representative group of farmers Practise the technologies based on results of analytical thinking 	AGR/N7602 SB 3, KA 6, KB 6, KB 15, KB 24, KB 35, KB 36, SB 18	Classroom lecture/Visit to exhibitions/seminars/workshop/Visit agricultural areas	Computer/laptop, black/whiteboard, marker/chalk, duster, booklets of safety standards, fertilisers, first aid kits	5 Theory (1:00) Practical (4:00)
		Prepare the action plan	<ul style="list-style-type: none"> Evaluate test results and ideas with representative group of farmers and other stakeholders Interpret the importance of following health, hygiene, safety and quality standards and impact of not following the standards on consumers and the business Practise appropriate methods of application of various fertilisers and micronutrient Identify the time and location of fertiliser/nutrient application in the crop life cycle Practise the local language for communication Identify problems and issues that locals face 	AGR/N7602 SB 7, KA 5, KB 10, KB 11, KB 33, KB 34, SA 3, SB 11, SB 12, SA 4, SB 19, KB 27, KA 1, KA 2, KB 1, KB 2, KA 3	Classroom lecture/Visit to exhibitions/seminars/workshop/Visit agricultural areas	Computer/laptop, black/whiteboard, marker/chalk, duster, Brochures, pamphlets, product information sheets, pest controlling equipment, stainless steel soil sampling probe, vehicle-mounted hydraulic probes, markers, sample bags, spade/shovel, buckets, activated carbon, rotary shaker, Morgan extraction flask, porosity filter paper, reciprocating shaker	5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"> Assess the latest knowledge by reading brochures, pamphlets, product information sheets, etc. 				
			<ul style="list-style-type: none"> Evaluate use of exposure visits to model farms. 				
			<ul style="list-style-type: none"> Practise participating in exhibitions/ seminars/ workshop providing information on new technologies in agriculture and allied sectors 				
			<ul style="list-style-type: none"> Manage relationships with farmers 				
			<ul style="list-style-type: none"> Practise reading relevant newspapers/booklets, etc. 				
			<ul style="list-style-type: none"> Manage one’s work and learning 				
			<ul style="list-style-type: none"> Practise administering first aid to humans when exposed to the harmful effects of pesticides 				
			<ul style="list-style-type: none"> Comply with relevant legislation, standards, policies, and procedures in work 				
			<ul style="list-style-type: none"> Identify health and safety requirements applicable in the work environment 				
			<ul style="list-style-type: none"> Evaluate various climatic parameters such as maximum and minimum temperatures, intensity and distribution of precipitation (rainfall), relative humidity, etc. 				
			<ul style="list-style-type: none"> Identify pest and diseases specific to a given agro-climatic region, the life cycles of these pests and diseases and the sources of infection 				
			<ul style="list-style-type: none"> Analyse job role and responsibilities and sources for information pertaining to work 				
			Total				Theory (10:00) Practical (30:00)

4	Make front-line Demonstration Theory Duration (HH: MM) 10:00 Practical Duration (HH: MM) 30:00	Preparing for frontline field demonstration	<ul style="list-style-type: none"> Identify the vicinity where demonstrations have to be carried out 	AGR/N7603 PC 1, PC 2, PC 3, PC 4, PC 5, SB 16	Classroom lecture/Visit to Agricultural Department/ Group discussion/ Model usage	Computer/ laptop, black/ whiteboard, marker/chalk, duster, agricultural equipment and tools/ models to show frontline field demonstration/ pamphlets, brochures	4 Theory (1:00) Practical (3:00)
			<ul style="list-style-type: none"> Select appropriate and proven technologies to be demonstrated 				
			<ul style="list-style-type: none"> Select the block of demonstration site 				
			<ul style="list-style-type: none"> Select farmer groups willing to cooperate for demonstration 				
			<ul style="list-style-type: none"> Demonstrate ways to finalise package of practices consisting of frontier technologies in consultation with the Agriculture University/ Agriculture Department/ Research Institutes, etc. (as applicable) 				
		<ul style="list-style-type: none"> Analyse and evaluate information gathered from observations, frontline field demonstrations, experience, reasoning, discussions with farmers and stakeholders 					
	Organise critical inputs for demonstration	<ul style="list-style-type: none"> Practise demonstrations by arranging for the required critical inputs 	AGR/N7603 PC 6, KA 1, KB 1, KB 2, KB 8, KB 9, KB 10, KB 11, KB 12, KB 13, KB 14	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play	Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ record books/ ledgers/ brochures on crop stage of harvesting / pamphlets	4 Theory (1:00) Practical (3:00)	
		<ul style="list-style-type: none"> Practise relevant legislation, standards, policies, and procedures in work 					
		<ul style="list-style-type: none"> Identify climatic parameters such as maximum and minimum temperatures, intensity and distribution of precipitation (rainfall), relative humidity, etc. 					
		<ul style="list-style-type: none"> Assemble pest and diseases specific to a given agro-climatic region, the life cycles of these pests and diseases and the sources of infection 					
<ul style="list-style-type: none"> Identify available farm machinery and their utility to maintain soil tilth and health 							
<ul style="list-style-type: none"> Identify the effects of the soil type, level of the land and water availability on the crop growth and its yield 							

			<ul style="list-style-type: none"> • Practise appropriate methods of fertilisers and micro-nutrients application • Interpret the time and location of fertiliser/nutrient application in the crop life cycle • Practise weed control measures • Practise various methods of irrigation and resource use • Identify methods of precision farming and their application in crop cultivation 				
		Plan for field visits	<ul style="list-style-type: none"> • Practise various soil sampling procedures • Practise soil testing laboratories and various nutrients (macro and micro) that are analysed • Evaluate soil analysis report • Identify advantages and disadvantages concerning the nutrient status • Practise various methods of land preparation to maintain soil tilth as per soil type • Practise maintaining records • Evaluate the findings in a clear and concise manner • Illustrate the results collected from frontline field demonstrations • Analyse decisions about the concerned work area • Identify problems that may arise while carrying out tasks and take preventive action following workplace procedures • Practise frontline field demonstrations 	AGR/N7603 KB 3, KB 4, KB 5, KB 6, KB 7, PC 17, SA 2, SA 3, SB 1, SB 2, SB 3, SB 9, SB 10, SB 13	Classroom lecture/ PowerPoint presentation/ video activity/ group activity/ role play/ visit to agricultural fields	Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ brochures, pamphlets, product information sheet/ agricultural equipment and tools/ raking tools/ pest control tools/ soil sampling and testing tools/ spade/ beakers/ PPE/ seed drill/ rake plough/ pitchfork/ tractor/ sickle/ soil sampling bag, soil sampling kit/ pesticides/ loudspeaker/ microphone	5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"> Evaluate the possible solutions and take up optimum/best solutions 				
			<ul style="list-style-type: none"> Demonstrate the methods of visiting model farms 				
			<ul style="list-style-type: none"> Practise the new technologies demonstrated in front of large manageable group of interested farmers 				
	Conducting frontline field demonstration	<ul style="list-style-type: none"> Demonstrate ways to assist farmers to lay out the field where demonstrations have to be made 	AGR/N7603 PC 7, PC 8, PC 9, PC 10, PC 11, KB 15	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ visit to farms	Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ brochures, pamphlets, product information sheet/ agricultural equipment and tools/ raking tools/ pest control tools/ soil sampling and testing tools/ spade/ beakers/ PPE/ seed drill/ rake plough/pitch-fork/ tractor/ sickle/ soil sampling bag, soil sampling kit/ pesticides/ loudspeaker/ microphone	5 Theory (1:00) Practical (4:00)	
		<ul style="list-style-type: none"> Practise training programmes for farmers whose plots are to be used for demonstrations 					
		<ul style="list-style-type: none"> Practise operations like seeding, fertiliser application, weeding, irrigation, plant protection measures, harvesting, threshing, and weighing of produce and use each of these operations as an input for the training of farmers 					
		<ul style="list-style-type: none"> Assess questions from farmers at each stage of the operations 					
		<ul style="list-style-type: none"> Arrange to harvest in the presence of an identified group of farmers and ask them to estimate the yield to see the results of demonstrated technologies 					
		<ul style="list-style-type: none"> Practise method of irrigation and drainage, appropriate for a given soil type and climatic condition 					
	Assess action plan from farmer's and stakeholder's side	<ul style="list-style-type: none"> Assess satisfaction level of the farmers 	AGR/N7603 PC 14, KA 3, KA 4, SA 4, SA 5, SA 6, SB 4, SB 5, SB 6, SB 14	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ visit to seminars	Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ brochures, pamphlets, product information sheets	4 Theory (1:00) Practical (3:00)	
		<ul style="list-style-type: none"> Illustrate job role and responsibilities and information sources for work pertinence 					
		<ul style="list-style-type: none"> Evaluate support to obtain work-related information, clarifications and support 					

			<ul style="list-style-type: none"> • Interpret technologies by reading research articles, attending seminars, conferences, etc. • Evaluate latest knowledge by reading brochures, pamphlets, product information sheets, etc. • Identify relevant newspapers/booklets, etc. • Analyse meetings of stakeholders if necessary • Analyse meetings of representative group of farmers for frontline field demonstrations • Develop rapport with farmers and other stakeholders • Identify economically viable and operationally feasible solutions meeting farmer needs 				
		Following up	<ul style="list-style-type: none"> • Identify information reinforcement, timely supply of inputs and provide guidance, ensuring that farmers do not revert to old practices • Practise follow-up programme with the local institutions like farmer club, farmers' cooperative society, village panchayat, etc. • Practise various harvesting methods • Evaluate the advantages of grading (at the time of harvesting) in the price determination • Practise method of harvesting on maintaining fruit quality and effect on storage losses • Practise various storage methods and their influence on fruit/grain or produce quality and consumer health • Evaluate storage methods and their cost dynamics 	<p>AGR/N7603</p> <p>PC 16, PC 17, KB 16, KB 18, KB 19, KB 20, KB 21, KB 22, SA 7, SA 8, SA 9, SB 7, SB 8, SB 15</p>	<p>Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play</p>	<p>Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ record books/ ledgers/ brochures on crop stage of harvesting / pamphlets</p>	<p>4</p> <p>Theory (1:00) Practical (3:00)</p>

			<ul style="list-style-type: none"> Identify advantages and challenges of various latest developments (both institutional and technical) Practise effective relationships with farmers Practise communicating clearly and effectively with various stakeholders Evaluate information and grasp its meaning Interpret their requirements Identify possible solutions Analyse data and information collected from frontline field demonstrations to come up with solutions 				
	Record keeping	<ul style="list-style-type: none"> Identify records for each block demonstration Evaluate basic information on the demonstration site and detailed information about the demonstration Interpret the cost-benefit ratio of the demonstration to help work out the economic returns Analyse documentation and related procedures applicable in the work context Analyse various operations having the potential to increase yield and decrease incidence of pests and diseases Interpret the uses and harmful effects of various pesticides Identify safe pesticide handling methods Practise seeking advice from senior people and experts Illustrate and suggest solutions 	<p>AGR/N7603</p> <p>PC 18, PC 19, PC 20, KA 6, KB 2, KB 25, KB 26, SA 10, SA 11, SA 12, SA 13, SB 10, SB 11, SB 12, SB 17</p>	Classroom lecture/ PowerPoint presentation/ video activity/ group activity/ role play/ visit to agriculture allied sectors	Computer/ laptop, black/ white board, marker/ chalk, duster/ loudspeaker/ microphone/ record books/ ledgers/ brochures on pesticide handling methods/ pamphlets	<p>5</p> <p>Theory (1:00) Practical (4:00)</p>	

			<ul style="list-style-type: none"> • Practise communicating in local language • Practise informing farmers about different issues • Participate in exhibitions/seminars/ workshop providing information on new technologies in agriculture and allied sectors • Manage relationships with farmers • Illustrate findings in a clear and concise manner • Identify one's own work and learning 				
	Health and safety	<ul style="list-style-type: none"> • Evaluate the importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business • Practise relevant health and safety requirements applicable in the work environment • Practise first aid to humans when exposed to the harmful effects of pesticides • Identify the precautions during harvest while handling the produce 	AGR/N7603 KA 5, KA 2, KB 27, KB 17	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play	Computer/ laptop, black/ white board, marker/ chalk, duster/ brochures on health standards/ first aid kit/ samples of pesticides/ image cards on health issues and harmful effect of pesticides	4 Theory (1:00) Practical (3:00)	
	Tool handling and technology use	<ul style="list-style-type: none"> • Arrange a few method demonstrations on the operation of farm machines and equipment, operation of the seed drill, seed treatment, fertiliser application, plant protection, etc. • Identify tools for demonstrations • Identify the appropriate handling of tools • Practise safety measures to be adopted for using tools • Identify the latest technological developments having the potential to increase the crop yield and resource use 	AGR/N7603 PC 13, KB 24, KB 28, KB 29, KB30	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play	Computer/ laptop, black/ white board, marker/ chalk, duster/ agricultural equipment and tools/ raking tools/ pest control tools/ soil sampling and testing tools/ spade/ beakers/ PPE/ seed drill/ rake plough/ pitchfork/ tractor/ sickle/ soil sampling bag, soil sampling kit/ pesticides/ loudspeaker/ microphone	5 Theory (1:00) Practical (4:00)	

			Total				Theory (10:00) Practical (30:00)
5	Provide Training to Farmers Theory Duration (HH: MM) 10:00 Practical Duration (HH: MM) 30:00	Plan the training program	<ul style="list-style-type: none"> Analyse technologies / topics on which training has to be provided (could be agriculture as well as allied topics) Identify topics that can help farmers with a supplementary source of income Arrange for a place where training has to be provided, i.e. farmers' field, training school, etc. Arrange for a group of farmers to whom training has to be provided Practise relevant legislation, standards, policies, and procedures in work Practise relevant health and safety requirements applicable in the work environment Illustrate various climatic parameters such as maximum and minimum temperatures, intensity and distribution of precipitation (rainfall), relative humidity, etc. Evaluate pest and diseases specific to a given agro-climatic region, the life cycles of these pests and diseases and the sources of infection Identify availability of various micro and macronutrients in a given soil or crop sample Analyse latest technologies by reading research articles, attending seminars, conferences, etc. Identify problems that may arise in carrying out tasks and take preventive action following workplace procedures Arrange meetings of stakeholders if necessary 	AGR/N5304 PC 1, PC 2, PC 3, PC 4, KA 1, KA 2, KB 1, KB 2, KB 6, SA 3, SB 2, SB 4, SB 17	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play	Computer/ laptop, black/ white board, marker/chalk, duster/ Microphones and loudspeakers/ leaflets/ information cards/ Maps and charts (rainfall, soil type, etc.)	6 Theory (1:00) Practical (5:00)

			<ul style="list-style-type: none"> Analyse and evaluate the information gathered from observation, frontline field demonstrations, experience, reasoning, discussions with farmers and stakeholders 				
		Deliver training	<ul style="list-style-type: none"> Arrange for meetings with the farmers on a specific date and time for the training Interpret training modules in a clear and concise manner Practise the training session interactive and encourage questions from the farmers Practise theoretical as well as practical training Assess the satisfaction level of the farmers Analyse and organise training programmes Illustrate job role and responsibilities and sources for information about work Analyse work-related information, clarifications and support Identify available farm machinery and their utility to maintain soil tilth and health Analyse effective relationships with farmers Practise meetings of farmers for training Evaluate farmers' groups and lead them towards solutions Develop rapport with farmers and other stakeholders Practise interpreting their requirements Practise one's work and learning. 	<p>AGR/N5304</p> <p>PC 6, PC 7, PC 8, PC 8, PC 10, SB 3, KA 3, KA 4, KB 9, SA 6, SB 5, SB 6, SB 7, SB 8, SB 18</p>	<p>Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ Meeting with stakeholders and farmers</p>	<p>Computer/ laptop, black/ white board, marker/chalk, duster/ soil sampling kit/ seeds fertilisers/ pesticides/ microphones and loudspeakers/ leaflets/ information cards</p>	<p>5</p> <p>Theory (2:00) Practical (3:00)</p>

		Visit lab/ on-field	<ul style="list-style-type: none"> • Arrange necessary inputs required for the training, such as machinery and equipment, blackboard, leaflets, etc. • Analyse various procedures of soil sampling • Analyse soil types, their advantages and disadvantages concerning the nutrient status • Evaluate methods of land preparation to maintain soil tillage as per to the soil type • Interpret decisions about the concerned work area • Identify effects of the soil type, level of the land and water availability on the crop growth and its yield • Identify appropriate methods of application of various fertilisers and micronutrients • Identify the time and location of fertiliser/nutrient application in the crop life cycle • Practise weed control measures • Identify various methods of irrigation and resource use • Evaluate methods of precision farming and their application in crop cultivation • Practise method of irrigation and drainage for a given soil type and climatic condition • Practise usage of exposure visits to model farms • Identify various methods of storage and their cost dynamics • Analyse oil testing laboratories and various nutrients (macro and micro) that are analysed 	AGR/N5304 PC 5, KB 3, KB 7, KB 8, SB 1, KB 4, KB 10, KB 11, KB 12, KB 12, KB 14, KB 15, KB 16, SB 10, KB 22	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ Field visit	Computer/ laptop, black/ white board, marker/chalk, duster, agricultural drones/ satellite imaging/ remote sensing/ soil moisture sensors/ agricultural robots/ e-NAM/ seed drill/ rake/ plough/ tractor/ sickle/ soil sampling bags/ soil sampling kit/ seeds fertilisers/ pesticides/ microphones and loudspeakers/ leaflets/ information cards	6 Theory (2:00) Practical (4:00)
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		Ensure feedback mechanism	<ul style="list-style-type: none"> Assess with the farmers to ensure whether they are following the new practices taught Follow up with the farmers to assess the benefits they received from the training program Practise usage of various methods of storage and their influence on the fruit quality and the health of consumer Analyse the advantages and challenges of various latest developments (both institutional and technical) Identify operations that have the potential to increase the yield and decrease the incidence of pests and diseases Practise seeking advice from senior people and experts Practise participating in exhibitions/seminars/workshop that provide information on new technologies in agriculture and allied sectors Practise building relationships and use human-centric approach 	AGR/N5304 PC 13, PC 14, KB 21, KB 23, KB 24, SA 9, SB 11, SB 12	Classroom lecture/ PowerPoint presentation/ video activity/ group activity/ role play Visit workshops	Computer/ laptop, black/ white board, marker/chalk, duster, leaflets/ information cards/ training formats/ sample reports	5 Theory (1:00) Practical
		Ensure feedback and follow-up mechanism	<ul style="list-style-type: none"> Illustrate feedback after the training session is over Analyse the feedback so that it helps with further refinement and development of the training program Evaluate the importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business Identify various methods of harvesting Demonstrate precautions to be taken while handling the fruits during harvest 	AGR/N5304 PC 11, PC 12, KA 5, KB 17, KB 18, KB 19, KB 20, KB 21, SA 6, SA 7, SB 9	Classroom lecture/PowerPoint presentation/ video activity/ group activity/ role play/models	Computer/ laptop, black/ white board, marker/chalk, duster, leaflets/ information cards/ training formats/ sample reports	4 Theory (1:00) Practical (3:00)

			<ul style="list-style-type: none"> Identify advantages of grading (at the time of harvesting) in the price determination Evaluate the influence of crop stage of harvesting and method of harvesting, maintaining quality of the fruits and the effect on storage losses Practise communicating clearly and effectively with various stakeholders Evaluate information and grasp its meaning Identify possible solutions 				
		Maintain the necessary documents	<ul style="list-style-type: none"> Prepare soil analysis report Illustrate the documents and the feedback received during the training Illustrate the findings in a clear and concise manner Demonstrate the usage of latest knowledge by reading brochures, pamphlets, product information sheets, etc. Practise reading relevant newspapers/booklets, etc. Evaluate records of all training programs delivered Analyse documentation and related procedures applicable in the context of work Analyse the benefits received by farmers from the training Analyse challenges faced during the training programmes 	AGR/N5304 KB 5, SA 1, SA 2, SA 4, SA 5, PC 15, KA 6, PC 17, PC 18	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/models	Computer/ laptop, black/ white board, marker/chalk, duster, leaflets/ information cards/ training formats/ sample reports	5 Theory (1:00) Practical (4:00)

		Follow up with farmers and documenting the work	<ul style="list-style-type: none"> Maintain details of feedback received and action taken Identify latest technological developments that have the potential to increase the crop yield and resource use efficiency Identify the uses and harmful effects of various pesticides Know safe methods of handling the pesticides Give first aid to humans when exposed to the harmful effects of pesticides Put the farmers at ease and suggest solutions Communicate in local language Manage relationships with farmers Think through the problem, evaluate the possible solutions and take up optimum / best solutions 	AGR/N5304 PC 16, KB 25, KB 26, KB 27, KB 28	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ Lab visit	Computer/ laptop, black/ white board, marker/chalk/ duster/ soil sampling bags/ soil sampling kit/ seeds fertilisers/ pesticides/ microphones and loudspeakers/ leaflets/ information cards	4 Theory (1:00) Practical (3:00)
		Arrange tools for effective training process	<ul style="list-style-type: none"> Arrange tools to be used for providing effective training Practise with machinery, equipment and other inputs to be used for providing training Know effective methods of delivery of training Know availability and use of infrastructure to be used for training Educate and informing farmers about different issues Practise being polite and courteous under all circumstances Identify economically viable and operationally feasible solutions which meet farmer needs Analyse the data and information collected from frontline field demonstrations to come up with solutions 	AGR/N5304 KB 29, KB 28, KB 31, KB 32, SA 12, SA 13, SB 15, SB 16	Classroom lecture/Power-Point presentation/ video activity/ group activity/ role play/ Field visit	Computer/ laptop, black/ white board, marker/chalk, duster, agricultural drones/ satellite imaging/ remote sensing/ soil moisture sensors/ agricultural robots/ e-NAM/ seed drill/ rake/ plough/ tractor/ sickle/ soil sampling bags/ soil sampling kit/ seeds fertilisers/ pesticides/ microphones and loudspeakers/ leaflets/ information cards	5 Theory (1:00) Practical (4:00)

			Total				Theory (10:00) Practical (30:00)					
6	Assist with backward and forward linkages Theory Duration (HH: MM) 10:00 Practical Duration (HH: MM) 30:00	Assist in establishing backward linkages with input suppliers	<ul style="list-style-type: none"> Help arrange critical inputs like seed, fertilisers, pesticides, credit, insurance, etc. at an optimum cost and of high quality 	AGR/N7605 PC 1, KA 1, KA 2, KB 2, SB 1	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Visit to extension service offices/ Video/ Group discussion/ Roleplay	Computer, Computer/ laptop, black/ whiteboard, marker/ chalk, duster, pamphlets/ document	5 Theory (1:00) Practical (4:00)					
			<ul style="list-style-type: none"> Follow relevant legislation, standards, policies, and procedures in work 									
			<ul style="list-style-type: none"> Comprehend relevant health and safety requirements applicable in the work environment 									
			<ul style="list-style-type: none"> Adhere to the best and most cost-effective sources of supply 									
			<ul style="list-style-type: none"> Make decisions about the concerned area of work 									
	Communicate and build relationships with farmers, buyers, sellers and stakeholders	<ul style="list-style-type: none"> Maintain effective relationships with farmers, buyers and sellers Organise meetings of stakeholders if necessary Develop rapport with farmers, buyers and sellers Listen carefully and interpret their requirements 	AGR/N7605 SA 5, SB 4, SB 5, SB 6	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Visit to extension service offices/ Video/ Group discussion/ Roleplay	Computer, Computer/ laptop, black/ whiteboard, marker/ chalk, duster, pamphlets/ document	5 Theory (1:00) Practical (4:00)						
							Assist in establishing forward linkages	<ul style="list-style-type: none"> Link the farmers to input providers 	AGR/N7605 PC 4, KA 3, KB 3, KB 4, SA 4	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Visit to extension service offices/ Video/ Group discussion/ Role play	Computer, Computer/ laptop, black/ white board, marker/ chalk, duster, pamphlets/ document	6 Theory (2:00) Practical (4:00)
								<ul style="list-style-type: none"> Understand the job role, responsibilities and sources for information on work 				
								<ul style="list-style-type: none"> Have negotiation ability 				
	<ul style="list-style-type: none"> Know marketing and sales channels 											
	<ul style="list-style-type: none"> Keep abreast of latest modes of communication with the buyers and sellers 											

		Plan for field visits	<ul style="list-style-type: none"> Learn different sources of supplies of inputs Identify problems that may arise in carrying out tasks and take preventive action following workplace procedures 	AGR/N7605 KB 1, SB 2, SB 3, SB 11	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Video/ Group discussion/ Role play	Computer, Computer/laptop, black/white board, marker/chalk, duster, pamphlets/ ledgers	7 Theory (2:00) Practical (5:00)
			<ul style="list-style-type: none"> Plan and organise the sale and purchase of commodities Monitor and maintain the material and equipment required for various farm operations 				
		Manage and document various farm operations	<ul style="list-style-type: none"> Document the feedback received during the trainings Know the importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business Maintain documentation and related procedures applicable in the context of work Communicate in local language Be polite and courteous under all circumstances 	AGR/N7605 SA 1, KA 5, KA 6, SA 10, SA 11	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Visit to extension service offices/ Video/ Group discussion/ Role play	Computer, Computer/laptop, black/white board, marker/chalk, duster, pamphlets/document	6 Theory (1:00) Practical (5:00)
		Interaction with suppliers and buyers	<ul style="list-style-type: none"> Assist farmers on effective practice in forwarding linkage such as warehouse, marketing Link the farmers with supply chain industry Link the farmers to food industry Know how to get in touch with suppliers of inputs Know the prospective buyers Adhere to the best ways of getting in touch with the prospective buyers Put the farmers at ease and suggest solutions Solve problems of the market agents 	AGR/N7605 PC 6, PC 7, PC 8, KB 7, KB 6, KB 8, SA 9, SB 10	Classroom lecture/Power-Point presentation/ Visit to warehouses, wholesalers, retail outlets/ Visit to extension service offices/ Video/ Group discussion/ Roleplay	Computer, Computer/laptop, black/whiteboard, marker/chalk, duster, pamphlets/document	7 Theory (2:00) Practical (5:00)

		Report appropriate people	<ul style="list-style-type: none"> Communicate clearly and effectively with various stakeholders Understand information and grasp its meaning Seek advice from senior people and experts Suggest possible solutions Build relationships and use human-centric approach Manage relationships with farmers 	AGR/N7605 SA 6, SA 7, SA 8, SB 7, SB 8, SB 9	Classroom lecture/Power-Point presentation/ Meet with industry expert/ Role play	Computer, Computer/laptop, black/white board, marker/ chalk, duster, pamphlets/ document Computer, Computer/laptop, black/white board, marker/ chalk, duster, pamphlets/ document	5 Theory (1:00) Practical (4:00)
			Total				Theory (10:00) Practical (30:00)
Total Duration							Theory Duration (hh:mm) 60:00 Practical Duration (hh:mm) 140:00
7	Employability and Entrepreneurship Skills Theory Duration (HH: MM) 18:00 Practical Duration (HH: MM) 22:00	Introduction	<ul style="list-style-type: none"> Recognise the importance of general discipline in the class room (dos and don'ts) List expectations from the program Outline the objectives of the program 	-	Classroom lecture/ Power-Point Presentation/ Question and Answer	Computer, black/white-board, marker, chalk, duster, pamphlets/ leaflets, projector	0.30 Theory (0:30)

		<p>Personal Strengths and Value Systems - Adherence to Safety</p> <ul style="list-style-type: none"> Identify common health issues and tips to prevent them Discuss critical safety habits to be followed by employees 	-	<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Group Discussion/ Role play/ Exercises on Health Standards</p>	<p>Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklet, gloves, protective goggles, first aid kit, screwdrivers, antiseptic liquid, bandages, searchlights, phone directory, fire extinguisher, safety harness, safety boots, woollen safety gloves, cotton, helmet/headgear</p>	<p>3 Theory (1:00) Practical (2:00)</p>
		<p>Personal Strengths and Value Systems - Understand Entrepreneurship</p> <ul style="list-style-type: none"> Understand motivation with the help of Maslow's Hierarchy of Needs List the characteristics of entrepreneurs with achievement motivation Describe the importance of honesty in entrepreneurs List the characteristics of highly creative and innovative people 	-	<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Group Discussion/ Practice session</p>	<p>Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, pamphlets, leaflets, models and cut-diagrams on Maslow's Hierarchy of Needs</p>	<p>2 Theory (1:00) Practical (1:00)</p>
		<p>Personal Strengths and Value Systems - Positive Attitude and Time Management</p> <ul style="list-style-type: none"> Discuss how to maintain a positive attitude Discuss the role of attitude in self-analysis List your strengths and weaknesses Discuss the benefits of time management List the traits of effective time managers Apply effective time management techniques Apply tips for anger management and stress management 		<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Group Discussion/ Roleplay</p>	<p>Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, pamphlets, leaflets on anger management, activity on strengths and weaknesses</p>	<p>3 Theory (2:00) Practical (1:00)</p>

		<p>Digital Literacy: A Recap - Computer Terminologies</p> <ul style="list-style-type: none"> Identify the basic parts of a computer and keyboard Explain basic computer terminology Identify the functions of basic computer keys Discuss the main applications of MS Office Discuss the benefits of Microsoft Outlook 		<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Group Discussion/ Practical Activities</p>	<p>Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, pamphlets, keyboard, mouse, MS Office software, CPU, Monitor</p>	<p>3</p> <p>Theory (1:00) Practical (2:00)</p>
		<p>Digital Literacy: A Recap - E-commerce and Digital Transactions</p> <ul style="list-style-type: none"> Identify the different types of e-commerce Explain the benefits of e-commerce for retailers and customers Discuss how the Digital India campaign will help boost e-commerce in India Describe how you will sell a product or service on an e-commerce platform Elaborate on the need for digital transactions Identify the modes of digital transactions Explain the uses of digital transactions 		<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Group Discussion/ Practical Activities</p>	<p>Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, E-Wallet soft wares such as PayTM, SBI buddy, etc.</p>	<p>1</p> <p>Theory (0:00) Practical (1:00)</p>
		<p>Money Matters – Ways to Save Money and Online Banking</p> <ul style="list-style-type: none"> Recognise the importance and benefits of saving money Discuss the main types of bank accounts Illustrate the process of opening a bank account Discuss the uses of online banking 		<p>Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Activities/ Roleplay</p>	<p>Computer/ laptop, black/ whiteboard, marker/ chalk, duster, instruction booklets, Passport, driving license, Voter ID card, PAN card, Aadhaar card, sample KYC document, bank opening form (can be downloaded from the Internet)</p>	<p>3</p> <p>Theory (2:00) Practical (1:00)</p>

	Money Matters - Costs and Investments	<ul style="list-style-type: none"> Differentiate between fixed and variable costs Describe the main types of investment options Identify the different types of insurance products and types of taxes Describe the main types of electronic funds transfers 		Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Activities	Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, pamphlets on insurance products and taxes	3 Theory (2:00) Practical (1:00)
	Preparing for Employment and Self-Employment - Interview Preparation	<ul style="list-style-type: none"> Follow the steps to prepare for an interview Create an Effective Resume Identify the most frequently asked interview questions Discuss how to answer the most frequently asked interview questions Identify basic workplace terminology 		Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Activities/ Roleplay	Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies	6 Theory (2:00) Practical (4:00)
	Entrepreneurship - Use Effective Communication Skills	<ul style="list-style-type: none"> List the traits of an effective team Apply techniques of effective listening Apply techniques of effective speaking Solve problems by identifying important problem-solving traits Identify techniques of dealing effectively with failure 		Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Activities/ Roleplay	Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector	5 Theory (1:30) Practical (3:00)
	Aspects related to Entrepreneurship	<ul style="list-style-type: none"> Discuss the concept and significance of entrepreneurship and the characteristics of an entrepreneur List the qualities of an effective leader and the benefits of effective leadership Follow the entrepreneurial process and explain the entrepreneurship ecosystem Recognise the purpose of the Make in India campaign 		Classroom lecture/ PowerPoint Presentation/ Question and Answer/ Practical Activities/ SMART Goal writing Activity / SWOT activity/ Group Activity	Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, pen and paper individual exercise, charts, coloured pens, poster making on the Entrepreneurship ecosystem	5 Theory (2:00) Practical (3:00)

			<ul style="list-style-type: none"> Define the relationship between entrepreneurship and risk appetite and entrepreneurship and resilience 				
		Ways to Become Successful Entrepreneur	<ul style="list-style-type: none"> Discuss how to identify new business opportunities within your business 		Classroom lecture/ Power-Point Presentation/ Question and Answer/ Practical Activities/ SMART Goal writing Activity / SWOT activity/ Group Activity	Computer/ laptop, black/ whiteboard, marker/chalk, duster, instruction booklets, projector, pen and paper individual exercise, charts, poster making on the Entrepreneurship ecosystem	4 Theory (1:00) Practical (3:00)
	<ul style="list-style-type: none"> Describe the different types of entrepreneurs 						
	<ul style="list-style-type: none"> State the characteristics of entrepreneurs 						
	<ul style="list-style-type: none"> Recall entrepreneur success stories 						
	<ul style="list-style-type: none"> Identify key schemes to promote entrepreneurs 						
	<ul style="list-style-type: none"> Discuss the characteristics of a resilient entrepreneur 						

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Agriculture Extension Service Provider	
Job Role	Agriculture Extension Service Provider
Qualification Pack	AGR/Q7601
Sector Skill Council	Agriculture

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

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
AGR/N7601 Plan for the extension services	PC1. hold discussions with senior extension officers to plan where the services have to be provided	30	2	1	1
	PC2. take inputs from senior extension officers on what type of training should be provided in the area chosen		1	1	0
	PC3. take inputs on what technologies would be appropriate for the area chosen		1	1	0
	PC4. take inputs on what factors should be considered for providing demonstrations and trainings		1	1	0
	PC5. take inputs on what tools and equipment should be used for providing extension services		1	1	0
	PC6. take internal trainings from subject matter specialists to prepare for providing extension services		1	0	1
	PC7. clarify all doubts in the internal trainings		1	0	1
	PC8. gain mastery over the subject matter		2	1	1
	PC9. understand fully about the new technologies to be demonstrated		2	1	1
	PC10. understand the usage of tools and equipment to be used for extension services		2	1	1

	PC11.prepare to interact with farmers in the area chosen		1	0	1
	PC12.study the socio-economic aspects of the area chosen		3	1	2
	PC13 study the agronomic profile of the area chose		3	2	1
	PC14. outline the action plan consisting of shortlisted technologies, tools and equipment, training methodologies, etc.		5	3	2
	PC15. decide the date and time when the farmers need to be contacted		2	2	0
	PC16. decide the timeframe of different elements of extension services, such as soil-testing, frontline demonstrations and trainings		2	0	2
			30	16	14
AGR/N7602 Identify location specifity of agricultural technology	PC1. identify the representative group of farmers	45	1	1	0
	PC2. identify other stakeholders in the area such as the sarpanch, district collector etc.		1	1	0
	PC3. reach out to the representative group of farmers as well as the other stakeholders		1	1	0
	PC4. discuss the objectives of the exercise		1	1	0
	PC5. convince the representative group to participate in the exercise		2	2	0
	PC6. hold detailed discussions to assess their needs		2	2	0
	PC7. involve the representative group in investigations to find the suitability of the new technology		1	1	0
	PC8. list down the problems to be solved		1	0	1
	PC9. rank the problems by priority		1	0	1
	PC10. identify causes of problems		1	0	1
	PC11. list possible solutions		2	0	2
	PC12. screen possible solutions for feasibility		2	1	1
	PC13. identify experimental factors to be included in on-farm experiments		2	0	2
	PC14. use statistically valid experimental designs		2	0	2
	PC15. conduct on-farm experiments in the fields of representative farmers		4	2	2
	PC16. involve the representative farmers in the experiments		2	2	0
	PC17. establish cause-effect relationships		1	0	1
	PC18. evaluate the performance and potential application of the new technology / farm practice		2	1	1
	PC19. evaluate if the new technology can be applied 'as-is' or if it needs to be refined and modified to be adapted in the local context		1	0	1
	PC20. properly document the results of on-farm testing in a precise, clear and concise manner		2	2	0
	PC21. discuss test results and ideas with the representative group of farmers as well as the other stakeholders		2	2	0
	PC22. use analytical tools to study the findings of on-farm experiments		3	1	2
	PC23. analyse farmers' reactions and opinions		3	1	2
	PC24. use findings for future research		1	0	1

	PC25. use findings for demonstrations on a larger area in the farmers' fields		1	0	1
	PC26. design an action plan which is economically viable, operationally feasible and matching with the needs of the farmers		3	2	1
			45	23	22
AGR/N7603 Make Frontline Demonstrations	PC1. know the vicinity where demonstrations have to be carried out	90	3	3	0
	PC2. select appropriate and proven technologies to be demonstrated		4	0	4
	PC3. select the block of demonstration site		3	3	0
	PC4. select a group of demonstration farmers who are willing to cooperate		3	3	0
	PC5. finalise package of practices consisting of frontier technologies		6	4	2
	PC6. prepare for demonstrations by arranging critical inputs to be used for the demonstrations		4	2	2
	PC7. guide and assist farmers in laying out the field where demonstrations have to be made		4	0	4
	PC8. hold special training programmes for the farmers in whose plots demonstrations are to be laid		5	3	2
	PC9. be present at the time of crucial farm operations like seeding, fertiliser application, weeding, irrigation, plant protection measures, harvesting, threshing, and weighing of produce and use each of these operations as an input for training of farmers		6	2	4
	PC10. encourage questions from farmers at each stage of the operations		2	0	2
	PC11. arrange a field day to project the new technologies demonstrated in front of a large manageable group of interested farmers		4	0	4
	PC12. plan the field day when the crop is fully matured and ready for harvest		4	2	2
	PC13. arrange a few method demonstrations on operation of farm machines and equipment, operation of seed drill, seed treatment, fertiliser application, plant protection etc.		6	2	4
	PC14. arrange harvesting in the presence of identified group of farmers and ask them to estimate the yield to see the results of demonstrated technologies		6	3	3
	PC15. assess satisfaction level of the farmers		4	0	4
	PC16. provide information reinforcement, timely supply of inputs and / or on-the-spot guidance to ensure that farmers don't revert to old practices		6	3	3
	PC17. link the follow-up programme with the local institutions like farmer club, farmers cooperative society, village panchayat etc.		5	2	3
	PC18. maintain records for each block demonstration		5	2	3
	PC19. maintain an information card with basic information of the demonstration site and detailed information of the demonstration		5	3	2

	PC20. maintain technical report containing information on cost-benefit ratio of the demonstration to help work out the economic returns		5	5	0
			90	42	48
AGR/N7604 Provide training to farmers	PC1. select technologies / topics on which training has to be provided (could be agriculture as well as allied topics)	90	4	2	2
	PC2. select topics which can help farmers with a supplementary source of income		4	2	2
	PC3. select a place where training has to be provided, i.e. farmers' field, training school etc.		4	4	0
	PC4. select a group of farmers to whom training has to be provided		4	4	0
	PC5. arrange necessary inputs required for the training, such as machinery and equipment, black board, leaflets etc.		5	3	2
	PC6. gather the farmers on a specific date and time for the training		2	2	0
	PC7. deliver training modules in a clear and concise manner		10	4	6
	PC8. make the training session interactive and encourage questions from the farmers		4	4	0
	PC9. provide both theoretical as well as practical training		10	5	5
	PC10. assess satisfaction level of the farmers		4	0	4
	PC11. seek feedback after the training session is over		4	0	4
	PC12. note down the feedback so that it helps with further refinement and development of the training program		1	0	1
	PC13. follow up with the farmers to ensure whether are following the new practices taught		8	0	8
	PC14. follow up with the farmers to assess the benefits they received from the training program		8	0	8
	PC15. maintain records of all training programs delivered		5	2	3
	PC16. maintain details of feedback received and action taken		4	4	0
	PC17. document the benefits received by farmers from the trainings		4	4	0
	PC18. document challenges faced during the training programmes		5	5	0
			90	45	45
AGR/N7605 Assist with backward and forward linkages	PC1. help arrange critical inputs like seed, fertilisers, pesticides etc.	45	10	6	4
	PC2. assist in arranging inputs at an optimum cost		4	4	0
	PC3. assist in arranging high quality inputs		4	4	0
	PC4. link the farmers to input providers		5	1	4
	PC5. develop entrepreneurial skills in farmers for selling their produce		6	3	3
	PC6. assist in preparing agri-business plan		6	3	3
	PC7. explain the concept of cash management		4	0	4
	PC8. link the farmers to food industry		6	3	3
			45	24	21
TOTAL		300	300	150	150

Annexure III

Answers to Exercises for PHB

1. Introduction

Unit 1.1: Overview of the Agriculture IExtension

A. Answer the following questions:

1. Discuss the fundamental responsibilities of an Agriculture Extension Service Provider.

Answer: The fundamental responsibilities of an Agriculture Extension Service Provider are:

- Working actively with local teams to identify the need gap
- Interacting with the farmers to perform research on the people and their culture where demonstrations have to be made, to be familiar with the problems and issues faced by the local people, and to be able to speak the local language used to communicate
- Helping in the development and execution of agricultural educational programs through innovative methods
- Assisting farmer empowerment via various demonstrations and training
- Creating and assisting the impact of the learning programme (agriculture and farming)
- Resolving the field level queries on issues like type of soil, crops fit for the soil, equipment fit for agriculture, types of fertiliser for different crops, etc.
- Taking inputs on what technologies are appropriate for human resource development, technology transfer, advisory services, or facilitation

2. Explain the attributes of a prospective Agriculture Extension Service Provider.

Answer: The attributes of a prospective Agriculture Extension Service Provider should include –

- Being able to work freely with farmers and their families
- Having proper information regarding health and safety (agriculture related)
- Being fluent in conversation over telephone, email, and face to face
- Being comfortable to work in teams
- Knowing how to write memos or letters
- Being responsible towards the work and offer the farmers accurate information, as any mistakes from his/her side can prove to be a loss (monetary) to the farmers

- Waiting for the speaker to pause to ask clarification questions
- Asking questions only to ensure understanding
- Communicating clearly on the issues being faced and clarifying your queries
- Trying to empathize with the speaker
- Providing the speaker with constructive feedback

4. The difference between Verbal Communication and Non-verbal Communication

Answer: The difference between verbal and non – verbal communication is that the verbal communication involves the use of language spoken verbally or orally to convey messages, while the non – verbal communication involves the use of body language and gestures to convey messages.

C. Answer the following questions:

1. Discuss the components of effective communication.

Answer: The components of effective communication are:

- Oral / Verbal Communication
- Clarity and Concision
- Confidence
- Respect
- Right Medium
- Empathy
- Politeness and Precision
- Non-verbal Communication
- Active Listening
- Open to Feedback

2. How can active listening influence effective communication process?

Answer: Active Listening helps the process of Effective Communication to communicate in a way that the information/message that is conveyed by one person or group can be easily understood by the person or group who receives it. Through active listening, the recipient listens attentively to the message being conveyed by the speaker and tries to comprehend its meaning. Through active listening, one can also communicate effectively about his/her problems, and clarify the queries, if required.

3. Explain the barriers to active listening.

Answer: The barriers to active listening are –

- Distractions
- Noise
- Interruptions
- Prejudice and preconceived Ideas
- Lack of interest in the conversation

Unit 1.3: Recognition and Adherence to Organisational Policies

A. Choose the correct option:

1. _____ is a set of stepwise instructions to help workers in carrying out routine functions.

- a) Standard Operating Procedures and Policies b) Vision c) Mission

Answer: Standard Operating Procedures and Policies

2. _____ solutions must be used only after referring to the relevant MSDS.

- a) Fruit b) Chemical c) Water

Answer: Chemical

3. A safe evacuation _____ must be identified before dealing with the fire.

- a) Friend b) Cord c) Path

Answer: Path

B. Fill up the hazard report form based on the given situation.

Suppose, you are working as an Agriculture Extension Service Provider and you have encountered hazards at your work place. One of the farmers has fallen sick during pesticide application and he was immediately shifted to the local health centre. Now you will have to report the hazard to the authority.

Hazard Report Form	
Name: Ramu Mahapatra	Date: 02.05.2019
Location: Birbhum, West Bengal	
Tool/Equipment: NA	
Description of the hazards: Inhalation of toxic DDT (Dichloro dephenyl trichloroethane) while preparing a mixture has caused choking and breathing difficulty leading to unconsciousness.	
Suggested corrective action: Proper respirator should have been worn at the time of handling harmful DDT and spraying it on the plants.	
Signature: R.M	
Supervisor's remarks: He has been kept under treatment and observation in the nearest health clinic, and is expected to recover soon.	
Corrective action taken: He was taken immediately to the nearby health clinic where doctors have undergone various tests and has now kept him under 24 hours' observation and treatment.	
Signature of Supervisor: A. Das	Date: 02.05.2019

C. Answer the following questions:

1. Compare the mission and vision of any organisation.

Answer: In any organisation, the mission is a formal summary of the aims, goals (long and short term) and values of an organisation, and it describes the fundamental purpose (why it exists) behind running an organization, in terms of benefits to itself and the public. The vision of any organisation is its road map, which indicates its plans and directions for transformation and growth.

2. Explain how you will initiate evacuation if a fire burst out.

Answer: If there is a sudden fire in the organisation, it is necessary to evacuate people and respond to it in the following ways –

- The Fire Alarm System must be initiated and an alert must be raised.
- A safe evacuation path must be identified before dealing with the fire.
- The appropriate class of Fire Extinguisher must be chosen.
- The P.A.S.S technique must be adopted for extinguishing the fire.
- Immediate evacuation must be initiated if the extinguisher is exhausted and the fire still persists.
- Call the workplace security or the local emergency services.
- Summon the fire-fighting services at the earliest.
- Stay as far as possible from smoke, because smoke may comprise toxic gases.
- Cover your mouth and nose with a damp cloth to protect yourself. If possible, help your colleagues (those who are with you) to repeat the same.
- Look out for the nearest emergency exit routes and call out for people, who you can take along with you.
- While opening a door, first touch the door with the back side of your palm.
- Keep doors open, after you open them.
- Start moving out of the building and ask your colleagues to do so as well.
- Always use a staircase and not the elevator.
- Do not rush.
- As you move out of the building, gather people, whoever you come across.
- Always move downstairs and avoid returning to the burning premises, till the fire fighters arrive.

Unit 1.4: Farm Safety Signs

A. Answer the following questions:

1. Explain any two of warning signs regarding farm machinery.

Answer: The warning signs regarding farm machinery are –

- Warning signs regarding farm machinery at the worksite allows visitors and employees to move cautiously in that area.



2. What would be your reaction if you find the following signs at a farm?

Answer:



This sign means that visitors and employees should be cautious of any potential contaminants that are released with the use of pesticides.



This sign means that employees and visitors are restricted to enter hazardous areas poisonous chemicals are being applied.

Exercise

A. Choose the Correct Option:

1. Agricultural extension can be considered as the implementation of scientific knowledge and research to:
 - a) Transport operations
 - b) Laboratory operations
 - c) Agricultural operations

Answer: Agricultural operations

2. In which year was the Agriculture Extension program initiated in India?
 - a) 1982
 - b) 1952
 - c) 1932

Answer: 1952

3. An Agriculture Extension Service Provider should be comfortable:
 - a) To work in the middle of the night
 - b) To work in teams
 - c) To work in a hurry

Answer: To work in teams

B. Answer the following:

1. Explain the three aspects of Agriculture Extension Services in your own words.

Answer: The three aspects of Agriculture Extension Services are –

- **Advisory:** It gives farmers access to a team of experts from whom they can receive advice regarding specific problems that they may be facing.
- **Facilitation:** It allows farmers to obtain help from a team of experts to identify and define their own agricultural difficulties and formulate solutions on their own.
- **Technology transfer:** This allows for the transfer and spread of new agricultural discoveries and improved practices to farmers.

2. List down the responsibilities of an AESP.

Answer: The responsibilities of an Agricultural Extension Service Provider are –

- Work actively with local teams to identify the need gap
- Interact with the farmers of the selected area
 - Do research on the people and their culture in the area where demonstrations have to be made
 - Be able to speak the local language used to communicate
 - Be familiar with the problems and issues faced by the locals
- Help in the development and execution of agricultural educational programs through innovative methods
- Assist farmer empowerment via various demonstrations and training
- The service providers help in creating and assisting the impact of the learning programme (agriculture and farming)

- Resolve field level queries on issues like type of soil, crops fit for the soil, equipment fit for agriculture, types of fertiliser for different crops, etc.
- Take inputs on what technologies are appropriate for a particular area
 - Human resource development
 - Technology transfer
 - Advisory services
 - Facilitation

3. Importance of safety signs in a farm in your own words.

Answer: Safety signs in a farm are a vital part of farm safety. Agricultural workers are exposed to several, health, safety, biological, environmental and respiratory hazards. Safety signs make the farm a safer place to work. It could save your life or the lives of others. Members of the public may not be aware of forklifts, tractors, sharp agricultural equipment, live-stock or other dangers in the farm area. Safety signs with visible descriptions of the hazards serve to greatly increase the safety of the farm.

2. Extension Services Plan

Unit 2.1: Identification of the Extension Need Gaps

A. Choose the correct option:

- Which of the following usually stands as a hindrance in agriculture?
 - Farming culture and festivals
 - Over educating the farmers
 - Scarcity of water

Answer: Scarcity of water

- The _____ of the soil remains the fundamental aspect of agricultural operations.
 - Health
 - Colour
 - Shape

Answer: Health

- A systematic process with the help of which different crops are planted for several years in the same land is called:
 - Crop Circle
 - Crop Rotation
 - Crop Harvesting

Answer: Crop Rotation

B. Explain in your own words:

- Step to be taken before you mix Pesticides.

Answer: Before mixing pesticides, one should undergo the following steps –

- Have detergent or soap and an adequate supply of water available.
- Learn the early symptoms of poisoning for the pesticide you are using.
- Learn the first aid procedures for the pesticide you are using, and make certain that the right First Aid supplies are close by.
- Use all recommended protective clothing and equipment. Double-check that your respirator fits properly and that the kind of canister cartridge recommended on the product label is attached to it.
- When working with pesticides, never eat, drink, smoke or go the bathroom without first washing your hands.
- Consider using a portable water supply tank, which allows mixing in the field and speeds the refilling of pesticide tanks.
- Read the guidelines for safely mixing and loading pesticides
- Only authorized pesticide handlers or supervisors should be in the mixing and loading area. All handlers should be wearing proper personal protective equipment (PPE). No other persons, and no animals, should be present.
- To prevent spills, place pesticide containers in a secure position when you are opening and handling them.

- Read and follow label directions. Pay special attention to warnings and precautions.
- Work only in a well-ventilated, well-lighted area.
- Never stir pesticides with your hands. Use a stir-stick.
- Use a catch basin--a container within a container--to prevent accidental spills. For example, a measuring jar can be placed inside a plastic tub. If the measuring jar happens to tip over, the spill would be contained within the tub.

2. Step to be taken in case a poisonous chemical has been swallowed.

Answer: If a poisonous chemical has been swallowed, one should undergo the following steps –

- Induce vomiting ONLY if emergency personnel on the phone or the product label tell you to do so.
- It will depend on what the person has swallowed; some petroleum products or caustic poisons will cause more damage if the person is made to vomit.
- Always keep Syrup of Ipecac on hand (1 ounce for each child in the household) to use to induce vomiting if recommended by emergency personnel. Be sure the date is current.

C. Answer the following questions:

1. Explain some of the main physical constraints of Jharkhand soil.

Answer: The physical constraints of the Jharkhand soil are –

- Shallow soil depth at places
- Undulating topography
- Light to coarse textured soil with high permeability and low water holding capacity
- Surface encrustation
- Crust formation on the surface of ploughed layer
- Moderate to severe erosion hazard
- High bulk density and low Available Water Capacity (< 150 mm)

2. How does crop rotation work?

Answer: In Crop Rotation, the farmers grow one crop for many years in one field. Due to this process, the required nutrients get depleted from the soil. Lack of the necessary nutrients leads to plant health deterioration and the crop yield becomes low. When farmers plant different crops in their land, or basically opt for crop rotation, the planted crops help to replenish the soil with the required nutrition.

A good example in this case can be seen with the help of soybeans and corn plantation. Corn, being a crop that requires a high percentage of nitrogen as nutrition, depletes the soil of its available nitrogen. However, when soybeans are planted in the same land, it deposits nitrogen in the nitrogen depleted soil.

3. Discuss four kinds of agricultural irrigation.

Answer: The four kinds of agricultural irrigation are –

- Subsurface irrigation system: In this process, water application is not provided on the soil surface but below it.
- Trickle or drip irrigation systems: In this micro-irrigation process, the land is watered with the help of emitters. The water application is via small streams or drops.

- Sprinkler irrigation: In this process, water is applied with the help of sprinkling devices, in the form of a steady shower.
- Surface irrigation: This is one of the common practices where land is watered with the help of channels created all over the cultivated area. This irrigation system is best for fine to medium textured soil.

4. What are the effective weed control methods in agriculture?

Answer: Some of the effective weed control methods are:

- Over planting
- Fire
- Use of herbicides
- Mowing or slashing the weeds
- Hand pulling

5. Compare Polyhouse and Open field nursery.

Answer: The differences between Polyhouse and Open Field nursery are –

Polyhouse	Open Field nursery
Availability of seedlings at right season throughout the year.	Missing the right growing season due to delays in transplantation, particularly in rain-fed farming
Good germination due to proper management in pro trays.	Poor germination due to improper management of moisture in beds
Less pest and disease incidence. No damages to the root system while transplanting	Higher pest and disease incidence (such as damping off)
Increases production with the healthy seedlings	Damages or exposes bear roots of seedlings while pulling or transplanting
Easy for transportation of seedlings	No availability of seedlings throughout the year
Time saving, seedlings will be ready in time or quickly	Takes long time for seedlings to get ready

Unit 2.2: Inputs from Senior Officials, Media and Other

Sources of Information

A. Answer the following in brief:

1. What are the different types of discussion topics that the AESP might have with the Senior Extension Officer?

Answer: The probable areas of discussion that the Agriculture Extension Service Provider (AESP) might have with the Senior Extension Officer are –

- Land holding status of the community
 - Cropping pattern
 - Irrigation methods used and could be induced
 - Adequate nutrients in the soil and soil fertility for a certain crop to grow
 - Water facility for irrigation
 - Type of technology suitable for the land
 - Appropriate type of fertilisers that the farmers should use
 - Types of information that should be provided to the farmers which could help them with agriculture
 - Types of equipment that the farmers should use
 - Irrigation and drainage type for a specific type of land
2. Why are Media and Internet considered important for the AESP?

Answer: Media and the Internet serve as important tools for the AESP to gather information. There are a number of documentary programmes related to extension service provision that gives information like:

- How should the farmers use different types of resources?
 - How should various agriculture related problems be handled?
 - What should be the type of crops and fertilisers appropriate for a soil type?
 - How can the impact of extension activities be multiplied?
3. How do Exhibitions, Seminars, and Workshops help the AESP?

Answer: Exhibitions, Seminars, and Workshops help the AESP as these are the methods through which information can be collected. Workshop, seminars and exhibitions are some excellent ways with the help of which an agriculture extension officer can not only gather information but also see various agriculture related demonstrations. These demonstrations can prove to be a great help to the farmers in crop cultivation.

Unit 2.3: Tools and Equipment for the Extension Service

A. Answer the following questions:

1. Discuss the technologies that can be used for increasing crop production.

Answer: Some of the technologies which help in the increase of the production of crops, across the world, are –

- **Biotechnology:** Biotechnology has tools to improve resistance to pests and diseases, increase and stabilize yields, as well as boost the nutritional content of crops.
- **Hybrid Technology:** In this type of technology, breeders pick superior plants and breed these plants thus generating new and improved varieties of different crops.
- **Seed Technologies:** Hybrid varieties have a significant role the increase of total production and productivity of yields, because of their early maturing, superior quality, high yield potential as well as pest and disease resistance.
- **Dwarfing gene:** Dwarfing genes are extensively used in creating food plants, such as grains that are highly productive.
- **Agronomic Technologies:** This technology includes practices like Minimum tillage, Row-Plant Spacing, etc. which lead to higher productivity of crops.

2. Explain any one of the investigation tools that you can use in future.

Answer: Farm visits are the most common form of personal contact between the extension service provider and the farmer and often constitute over 50 per cent of the AESP's extension activities. As these visits take up so much of the AESP's time, it is important to be clear about the purpose of such visits with clear planning.

Farm visits can:

- Familiarize the extension service provider with the farmer and his family;
- Enable him to give specific advice or information to the farmer;
- Build up the agent's knowledge of the area, and of the kinds of problems which farmers face;
- Permit him to explain a new recommended practice or follow up and observe results till date;
- Build general interest among the farmers and stimulate their involvement in extension activities.

3. Why do you think that extension service is important in India?

Answer: The importance of extension services in India may be discussed as –

- Extension has a major influence in nurturing rural innovation and development.
- It acts as a link between researchers and farmers.
- It is a step forward to educate farmers on new agricultural technologies to boost the soil fertility and crop yield.
- Extension is often viewed as a national (and global) public good that needs public investment.
- This is especially true in countries struggling with high rural poverty and food insecurity, but is also true in all countries where disease control and the conservation of natural resources are important.
- The reduction in public funding has led to the privatisation of extension and decentralisation of extension in many countries.
- Public-sector extension services, however, remain critical. Governments such as those of some African and European countries with established RAS (Rural Advisory Services) are able not only to provide education and training but also to assist with the provision of capital, equipment and the processing and sale of goods.

Unit 2.4: Action Plan for Extension Services

A. Answer the following questions:

1. As an Agriculture Extension Service Provider, what should you do when you meet on the decided field date?

Answer: For organising field days, one should do the following -

- Check whether the technology available is matching the requirement of visitor farmers.
- Plan adequate budgeting to execute the program/ field day
- Finalize the participants
- Cross check with demonstrators' availability to showcase the intervention
- Plan for putting signboards for participants' facilitation to reach the venue/ location
- Plan the time of visit like when one can visualize the comparative results of adopting new interventions over traditional ones follow the concept of seeing is believing.
- Schedule for the field visits must be made 3-4 weeks of its actual execution so as to resolve any challenges.

2. Discuss the elements of action plan.

Answer: The elements of an action plan are –

3. Organising the extension services like field demonstration on new interventions
4. Making a schedule of the activities with solutions to what, when and where
5. Developing a timeline for smooth functioning of the action plan.

Exercise

A. Fill up the following blanks:

1. Two types of drainage systems are: ____ and ____.

- a) Subsurface and Surface
- b) Submerged and Merged
- c) Subdivision and Division

Answer: Subsurface and Surface

2. A major system for classifying soils is _____.

- a) USCS (Unified Soil Classification System)
- b) HRB (Highway Research Board Classification)
- c) ISCS (Indian Standard Classification System)

Answer: ISCS (Indian Standard Classification System)

3. PH level for fertile soil should be ____.

- a) 6.5 – 8.0
- b) 5.5 – 7.0
- c) 4.4 – 5.0

Answer: 5.5 – 7.0

6. Explain the safety procedures to maintain before mixing the pesticides.

Answer: To follow the safety procedures before the mixing of pesticides, one should –

- Have detergent or soap and an adequate supply of water available.
- Learn the early symptoms of poisoning for the pesticide you are using.
- Learn the first aid procedures for the pesticide you are using, and make certain that the right First Aid supplies are close by.
- Use all recommended protective clothing and equipment. Double-check that your respirator fits properly and that the kind of canister cartridge recommended on the product label is attached to it.
- When working with pesticides, never eat, drink, smoke or go the bathroom without first washing your hands.
- Consider using a portable water supply tank, which allows mixing in the field and speeds the refilling of pesticide tanks.
- Read the guidelines for safely mixing and loading pesticides
- Only authorized pesticide handlers or supervisors should be in the mixing and loading area. All handlers should be wearing proper personal protective equipment (PPE). No other persons, and no animals, should be present.
- To prevent spills, place pesticide containers in a secure position when you are opening and handling them.
- Read and follow label directions. Pay special attention to warnings and precautions.
- Work only in a well-ventilated, well-lighted area.
- Never stir pesticides with your hands. Use a stir-stick.
- Use a catch basin--a container within a container--to prevent accidental spills. For example, a measuring jar can be placed inside a plastic tub. If the measuring jar happens to tip over, the spill would be contained within the tub.

7. As an Agriculture Extension Service Provider how will you gather information from various sources?

Answer: To gather information from the different sources, an Agriculture Extension Service Provider should take the help of media and internet, exhibitions, seminars, workshops, and through interaction with experts.

8. Discuss the challenges in agriculture sector in India.

Answer: There are many challenges in agriculture today as low income farmers face a variety of social, economic and ecological challenges such as:

- Poor infrastructure
- Complex agro-ecological conditions
- Complex and costly production processes
- Inadequate post-harvest storage structures
- Inadequate technical know-how on processing and value addition
- Limited access to markets
- Diverse socio-economic conditions
- Wage disparity, less-skilled job, less access to resources such as water, fertilizer and market outlets among female-headed households and female farm labour.

3. Identification of Location Specificity of Agricultural Technology

Unit 3.1: Farmer Representative Groups and Documentation Processes

A. Answer the following questions:

1. Explain the responsibility of a Village Level Agriculture Department Officer.

Answer: The Village Level Agriculture Department Officer acts as a mediator between the farmers as well as the agriculture related companies. The main role of these officers is to provide assistance to the farmers in an effort to increase their agricultural production. In addition to their help to the farmers, the officers also act as an information provider to the Agriculture Extension Service Provider.

2. How many kinds of meetings can occur between the AESP and Farmer representative groups? Explain any one of such meetings.

Answer: Group meetings would need to be conducted at regular intervals where the AESP and Farmer Representative Groups can come together, and ideas can be openly discussed and analysed. One such meeting is the Planned Meetings where the chief aim is to assess a specific problem, propose a number of solutions and determine a course of action

Unit 3.2: Local Factors which Influence Agriculture

1. Answer in brief:

1. What is the meaning of Sarpanch?

Answer: In India, villages have a government body of five persons who are elected by the villagers themselves. This local self-government body is known as a 'panchayat'. The head of the panchayat is called Sarpanch.

The word sarpanch stands for:

- Sar - head
- Panch - 5

The sarpanch being the head of the village takes all the decisions. In fact, the sarpanch also acts as one of the farmer group representatives.

2. How can a good amount of capital affect a farmer's crop yield?

Answer: The importance of capital which affects the farmer's crop yield can be discussed as –

- Money that the farmer invests in the farm is called the capital.
- This capital can serve to expand the quantity of inputs in the farm, e.g. fertiliser, fences, machinery, seeds etc.
- Farmers who have the means of investing a good amount of capital reap higher yields and generate greater profits, which in turn are put down as more investments.

Unit 3.3: Irrigation, Farming and Post-Harvest Technology

1. Answer in brief:

1. Compare Surface irrigation and Sprinkler irrigation.

Answer: Surface irrigation consists of a broad class of irrigation methods in which water is distributed over the soil surface by gravity flow. The irrigation water is introduced into level or graded furrows or basins, using siphons, gated pipe, or turnout structures, and is allowed to advance across the field. Surface irrigation is best suited to flat land slopes, and medium to fine textured soil types which promote the lateral spread of water down the furrow row or across the basin.

Sprinkler irrigation is a method of irrigation in which water is sprayed, or sprinkled through the air just like rain drops. The spray and sprinkling devices can be permanently set in place (solid set), temporarily set and then moved after a given amount of water has been applied (portable set or intermittent mechanical move), or they can be mounted on booms and pipelines that continuously travel across the land surface (wheel roll, linear move, center pivot).

2. Define two techniques to deal with intra and inter-field variability.

Answer: The two techniques for dealing with intra and inter-field variability are –

- Predictive approach: based on analysis of static indicators (soil, resistivity, field history, etc.) during the crop cycle.
- Control approach: information from static indicators is regularly updated during the crop cycle by:
 - Sampling: weighing biomass, measuring leaf chlorophyll content, weighing fruit, etc.
 - Remote sensing: measuring parameters like temperature (air/soil), humidity (air/soil/leaf), wind or stem diameter is possible thanks to Wireless Sensor Networks
 - Proxy-detection: in-vehicle sensors measure leaf status; this requires the farmer to drive around the entire field.
 - Aerial or satellite remote sensing: multispectral imagery is acquired and processed to derive maps of the crop's biophysical parameters, including indicators of disease. Airborne instruments are able to measure the amount of plant cover and to distinguish between crops and weeds.

3. What are the steps for harvesting the grain crops?

Answer: To harvest grain crops, the steps to be followed are –

- Cutting the mature panicles and straw above the ground is the first step. Cutting the crop is the first operation in the harvesting process. Proper cutting and placing of the cut crop in the field minimizes shattering loss and prevents re-wetting of the grains from water standing in the field. Harvesting at the right time and moisture content results in maximum yield of quality grains.
- Field drying: The cut crop is left on the field to dry
- Hauling: The crop is transported elsewhere, usually to the place where it will be threshed
- Stacking or piling: The crop is put onto stacks or piles until it can be threshed
- Threshing is part of the harvesting process. Threshing involves separating the grains from the straw either by impact, friction or combing action.
- Any delay between cutting and threshing causes rapid deterioration of the grains, especially during field drying or when the crop is stacked in the field. Improper threshing can also cause high threshing and scattering losses.
- Cleaning is one of the last operations of the harvesting process. Cleaning grain means removing all the materials other than the grain. This could be sand, stones, straw, weeds, and so on.

- Grain cleaning after harvest is important as it removes unwanted materials from the grain.
- Clean grain has a higher value than grain that is contaminated with straws, chaff, weed seeds, soil, rubbish, and other non-grain materials.
- Grain cleaning will improve the ability of the grain to be safely stored, reduce unwanted materials (dockage) for milling, and improve milling output and quality.
- Dirty grain can attract certain insects or fungus that might damage the grain.

4. What are the advantages of grading crops?

Answer: Grading of fruits and vegetables in the fresh form for quality is essential, as consumers are becoming quality conscious day by day. Grading is sorting of vegetables and fruits into different grades. The known methods of grading of fruits and vegetables are manual grading, size grading. The advantages of grading are –

- Thanks to grading operations lowered selling price due to presence of substandard products or specimen can be easily avoided.
- Marketing efficiency increases as buying and selling of produce is facilitated without personal selection.
- Grading is an important operation that sets a good price for the farmers.
- Heavy marketing cost in packing and transportation can be avoided because of grading operations.
- Grading allows for fairness to both buyers and sellers.
- Properly graded vegetables and fruits are readily purchased by the consumer without inspection.

Exercise

A. Fill in the Blanks:

1. The head of the village panchayat is called _____.

- a) Panchayat Secretary b) Gram Sabha c) Sarpanch

Answer: Sarpanch

2. _____ soil sample represents uniform field area.

- a) Unblended b) Composite c) Unmixed

Answer: Composite

3. _____ a field enables the farmer to overlay information gathered from analysis of soils.

- a) Grading b) Geolocating c) Harvesting

Answer: Geolocating

4. _____ is sorting of vegetables and fruits into different grades according to the size, shape, colour.

- a) Winnowing b) Storing c) Grading

Answer: Grading

5. The practice of precision agriculture has been enabled by the advent of _____ technology.
- Grading Positioning System (GPS)
 - Growth Positioning Satellite (GPS)
 - Global Positioning System (GPS)

Answer: Global Positioning System (GPS)

B. Answer in brief:

1. State the steps involved in Harvesting.

Answer: The steps involved in harvesting are –

- Cutting the mature panicles and straw above the ground is the first step. Cutting the crop is the first operation in the harvesting process. Proper cutting and placing of the cut crop in the field minimizes shattering loss and prevents re-wetting of the grains from water standing in the field. Harvesting at the right time and moisture content results in maximum yield of quality grains.
- Field drying: The cut crop is left on the field to dry
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- Grain cleaning after harvest is important as it removes unwanted materials from the grain.
- Clean grain has a higher value than grain that is contaminated with straws, chaff, weed seeds, soil, rubbish, and other non-grain materials.
- Grain cleaning will improve the ability of the grain to be safely stored, reduce unwanted materials (dockage) for milling, and improve milling output and quality.
- Dirty grain can attract certain insects or fungus that might damage the grain.

2. What is Subsurface irrigation and how is it different from Surface irrigation?

Answer: Subsurface irrigation consists of methods whereby irrigation water is applied below the soil surface. The specific type of irrigation method varies depending on the depth of the water table. When the water table is well below the surface, drip or trickle irrigation emission devices can be buried below the soil surface (usually within the plant root zone). It differs from the surface irrigation as in the former, the irrigation water is applied below the soil surface, while in the latter, the irrigation water is distributed over the soil surface by gravity flow.

3. List down some advantages of grading.

Answer: The advantages of grading are –

- Thanks to grading operations lowered selling price due to presence of substandard products or specimen can be easily avoided.

- Marketing efficiency increases as buying and selling of produce is facilitated without personal selection.
- Grading is an important operation that sets a good price for the farmers.
- Heavy marketing cost in packing and transportation can be avoided because of grading operations.
- Grading allows for fairness to both buyers and sellers.
- Properly graded vegetables and fruits are readily purchased by the consumer without inspection.

4. Frontline Demonstrations

Unit 4.1: Preparation for Frontline Field Demonstrations

A. Answer the following:

1. Name some materials needed to carrying out a field demonstration.

Answer: Some of the materials used to carry out a field demonstration are microphone, loudspeaker, tools and equipment, etc.

2. Why does the AESP need to assess the gaps between existing and recommended practices?

Answer: The AESP needs to identify and assess the gaps between existing and recommended practices to determine the topic for demonstration. Farmers are still clinging to the age-old tradition of selling to local Mahajans and middlemen, thus losing a good portion of profit. The recommended practice is to get registered on and sell wares through the e-Nam portal and the Gramin Agriculture Markets.

B. Complete the sentence appropriately:

1. Cluster Approach is method of organising farmers:

- a) Across the span of the country
- b) Within a defined territory or geographical coverage
- c) Across the span of two or more countries

Answer: Within a defined territory or geographical coverage

2. Obtaining consent for holding the Field Demonstration is:

- a) Extremely important
- b) Not necessary
- c) Necessary in some cases

Answer: Extremely important

3. A good and effective demonstration would require the involvement of:

- a) Farmer inputs
- b) Critical inputs
- c) International inputs

Answer: Critical inputs

Unit 4.2: Conduct Frontline Field Demonstrations

A. Answer in your own words:

1. What information is conveyed by the AESP to the farmers in the special training programmes held prior to the Field Demonstration?

Answer: : Prior to the actual Field Demonstration, the Agriculture Extension Service Provider must conduct special training programmes for the farmers to convey the following –

- Date, time and venue for demonstration
- Names of the neighbouring villages, from which farmers have been invited for participation
- Details of the technologies to be demonstrated
- Objectives of the demonstration
- The inputs to be collected from the selected group of farmers
- Existing technologies and practices and the effectiveness of the same
- Farming conditions under which the crops are grown
- Location of the Control and the Check Plots

2. Name the crucial farm operations that the AESP should demonstrate to the farmers.

Answer: The crucial farm operations that the AESP should demonstrate to the farmers are –

- Sowing and Planting seeds
- Applying fertilizers
- Weeding and Pest Control
- Irrigating the fields
- Adopting plant protection measures
- Harvesting
- Threshing
- Winnowing
- Weighing the agricultural produce

3. What are Method Demonstrations?

Answer: Farmers require practical and hands-on training on each and every step involved in farming operations. Method Demonstrations help farmers learn by doing. In Method Demonstration, farmers are shown step wise procedures. After demonstrating the steps to farmers, they are asked to carry out hands-on practice. Demonstrations are held in processes like: operation of seed drill, seed treatment, fertilizer application, weeding and plant protection, etc.

4. What do you understand by Harvesting? Name a few harvesting tools.

Answer: Harvesting is the process of gathering crop from the fields. To begin the process of harvesting, the Agriculture Extension Service Provider must make a visual estimation of the field. He / she must arrange harvesting in the presence of the selected group of farmers. The farmers should be asked to estimate the yield and to comment on whether the techniques or technologies, thus demonstrated, are better than the previous ones. The Service Providers should then ask some questions to the farmers, like the effectiveness of the technologies, lessons learnt from and inferences drawn from the demonstration, etc., and ask their opinions. The feedback gained from the farmers would ensure the extent to which the selected farmers are satisfied with the demonstrated technology and if they will continue the newly adopted practices.

Examples of a few harvesting tools are –

- Khurpi
- Spade
- Rope
- Sprayer
- Bucket
- Seed drill
- Leveler
- Hoe

Unit 4.3: Follow Up

A. Answer the following questions

1. As an Agriculture Extension Service Provider, what will you do for providing information reinforcement?

Answer: To provide information reinforcement, an Agriculture Extension Service Provider should keep in mind the following –

- Follow up will help in understanding the farmers' challenges in implementing technologies demonstrated in FLDs (Frontline Demonstrations) in their own fields. Based on the feedback during follow up and regular monitoring, the farmers must be supplied with relevant information to boost their confidence in adopting the technology.
 - This information could be of:
 - Suggestions, tips and advice to farmers
 - Timely inputs
 - Query resolution
 - These actions are essential to ensure that the farmers do not get demotivated and go back to the out-dated, conventional practices.
1. As an Agriculture Extension Service Provider, why do think it is necessary to link up the programme with local institutions?

Answer: It is not feasible for the government bodies, universities and the ICAR institutes to keep an eye “remotely” on the implementation and effects of the FLDs. Thus, the AESP has to take the help of link the follow – up programmes in close coordination with the local people and grass root institutions like:

- Farmers' Clubs and Unions
- Farmers' Cooperative Societies
- Village Panchayat and the Sarpanch
- The Village Leaders or Mukhiyas

Unit 4.4: Record Keeping

A. Pick the incorrect option:

1. In Field Demonstrations, Technical Reports include:

- a) Farmer's age
- b) Plant population
- c) Fertiliser details

Answer: Plant population

2. Information Card is an important record for each FLD, it includes information like:

- a) The extent of use of Critical Inputs
- b) Average Crop Yield
- c) Tractor number

Answer: The extent of use of Critical Inputs

3. Which of the following is NOT a type of record which the AESP should maintain for each block demonstration?

- a) Information Card
- b) Machine costs report
- c) Technical Reports

Answer: Machine costs report

B. Answer in one sentence:

1. What role do Krishi Vigyan Kendras play in record maintenance of the Block Demonstration?

Answer: The Block Demonstration report is extremely helpful in planning the agricultural development and farmers' training programmes of a given area, zone, district or state. It is critically important that the Block Demonstration Report is submitted to the Zonal Coordinator or Council perfectly on time. These reports are added to the libraries in the various Krishi Vigyan Kendras all across the nation.

2. What is the significance of cost-benefit ratio of the Front line Demonstration for the AESP?

Answer: The Technical Report on the FLD is a valuable source of information on the Cost-Benefit (CB) Ratio of the Front Line Demonstration. The CB ratio helps in forecasting the financial returns on the FLD activities, and helps in convincing the extension officials and farmers alike about the effectiveness and profitability of the techniques demonstrated.

Unit 4.5: The Operational and Technical Interventions in Agriculture

A. State whether following statements are True or False:

1. A trap crop is a plant that attracts pests, distracting them from the nearby main crops.

Answer: True

2. Organic Farming is the primary and most commonly used agriculture system.

Answer: False

3. Fertile soils help in nurturing the crops both in terms of quality and quantity.

Answer: True

4. Green Manure and Compost are toxic and lead to toxic build-up in animal and human bodies.

Answer: False

5. e-Marketing for farmers gives middlemen the chance of adding extra costs and commissions.

Answer: False

B. Answer the following:

1. What are the components of Organic Farming?

Answer: The components of organic farming are –

- Improved soil fertility through biological N fixation, manure and crop residues
- Efficient Water Utilization
- Animal Husbandry
- Use of Natural Pesticides
- Use of Green Manure and Recycled Crop Waste
- Crop Diversity

2. What are the elements of Integrated Farming?

Answer: The elements of integrated farming are –

- Crop Production
- Animal Husbandry
- Resource Allocation
- Self-sustainability

3. What are the elements of e-Marketing?

Answer: The elements of e – Marketing are –

- Single Trading Platform
- Fair and Minimum Support Prices (MSPs)
- Transparency
- Convenience of Access and Use

Unit 4.6: Safety and Handling of Tools

A. Answer the following questions

1. Draw a chart with the available types of pesticides and their harmful effects on human beings.

Answer: The available types of pesticides and their harmful effects on human beings can be drawn as –

Types of pesticide	Harmful effects on humans
Insecticide	respiratory tract irritation, sore throat and/or cough
Herbicide	allergies
Rodenticide	eye and skin irritation
Bactericide	nausea, vomiting, diarrhoea
Fungicide	headache, loss of consciousness
Larvicide	extreme weakness, seizures and/or death

2. What are the procedures to follow while purchasing pesticides?

Answer: While purchasing pesticides, it is necessary to remember the following list of Dos and Don'ts –

Dos	Don'ts
Purchase pesticides/bio-pesticides only from registered pesticide dealers who are equipped with a valid License.	Do not purchase pesticides from footpath dealers or from un-licensed persons.
Purchase only just required quantity of pesticides for single operation in a specified area.	Do not purchase pesticides in bulk for a whole season.
See approved labels on the containers/ packets of pesticides.	Do not purchase pesticides without an approved label on the containers.
See Batch No., Registration Number, Date of Manufacture/Expiry on the labels.	Never purchase expired pesticides.
Purchase pesticides that are well packed in containers.	Do not purchase pesticides whose containers are leaking/loose/ unsealed.

3. If any pesticide comes in contact with an individual's eyes, what will you do to prevent further injuries?

Answer: If the pesticide comes in contact with an individual's eyes, then one should perform the following actions –

- Wash eye quickly but gently. Use an eyewash dispenser, if available. Otherwise, hold eyelid open and wash with a gentle drip of clean running water positioned so that it flows across the eye rather than directly into the eye.
- Rinse eye for 15 minutes or more.
- Repeat rinsing till the effect subsides.

4. What would be your suggestions to use sharp tools safely?

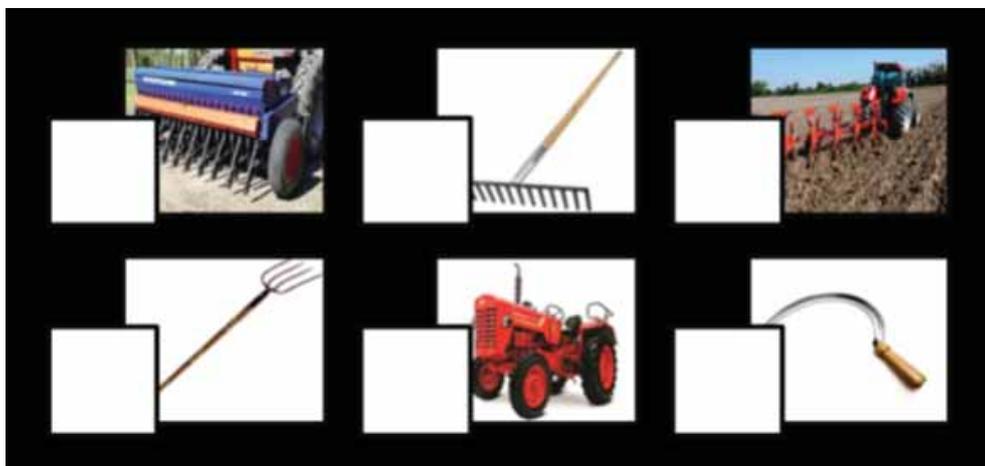
Answer: To ensure safety during the handling of sharp tools, one should –

- Ensure that all manual cutting tools must be honed in advance, because blunt tools can slip and lead to deep cuts
- Ensure that, while using cutting tools, the direction of cutting is always away from your body
- All powered cutting tools must be equipped with lock-out and auto-safety mechanisms

Exercise

A. Write the uses of each of the following:

Write the names of the following agricultural tools:



(Sideways from left to right)

1. Seed Drill
2. Rake
3. Plough
4. Pitchfork
5. Tractor
6. Sickle

C. Complete the sentence correctly:

1. Purchase pesticides/bio-pesticides only from registered pesticide dealers:
 - a) That are family owned
 - b) Holding a valid licence
 - c) That are in the vicinity

Answer: Holding a valid licence

2. You must never carry/transport pesticides along with:

- a) Food/fodder/other eatable articles
- b) Tools and implements
- c) Hoses and pipes

Answer: Food/fodder/other eatable articles

3. Never prepare spray solution:

- a) Along with water
- b) In ideal weather conditions
- c) Without wearing protective clothing

Answer: Without wearing protective clothing

C. Write the uses of each of the following:

Types of Pesticide	Uses
Insecticide	Kills insects
Herbicide	Kills weeds and parasitic plants
Rodenticide	Kills rodents (rats and mice)
Bactericide	Kills bacteria
Fungicide	Kills fungi
Larvicide	Kills larvae

5. Training Farmers: Planning and Delivery

Unit 5.1: Plan the Training Program

A. Answer the following according to your understanding:

1. What are some issues and challenges encountered in agriculture?

Answer: The common issues and challenges which are encountered in agriculture are –

- Soil erosion
- Poor quality seeds
- Barren soil
- Weeds and pests
- Plants diseases
- Droughts

2. Note down the various inputs required for training?

Answer: The various inputs which are required for training include –

- Information Cards
- Leaflets
- Blackboard
- Microphones and Loudspeakers
- Pesticides
- Fertilizers
- Seeds
- Soil Sampling Kit
- Soil Sampling bags
- Sickle
- Tractor
- Plough
- Rake
- Seed Drill

3. Why does the AESP need to select only one group of farmers to be trained?

Answer: All farmers in the particular area cannot be selected for training. The Agriculture Extension Service Provider needs to select a group of farmers very carefully, using proper insight. Farmers are selected based on certain predetermined criteria. However, care should be taken that at least one farmer is selected from each category of land holding and status.

Unit 5.2: Deliver Training to the Farmers

A. Answer the following according to your understanding:

1. While working on the field, what would be the information that you would share with farmers after gathering them to provide training?

Answer: While working on the field, the Agriculture Service Extension Service Provider should share the following information with the farmers, after gathering them to provide training –

- Date, time and venue for demonstration
 - Names of the neighbouring villages, from which farmers have been invited for participation
 - Details of the technologies to be demonstrated
 - Objectives of the demonstration
 - The inputs to be collected from the selected group of farmers
 - Existing technologies and practices and the effectiveness of the same
 - Farming conditions under which the crops are grown
 - Location of the Control and the Check Plots
2. Discuss any two steps for seeking feedback after the training sessions.

Answer: The steps for seeking feedback after the training sessions are –

- Seek feedback after the training session is over: Feedback must be sought after the entire training session, and ideally after each phase of the training (if the training session is divided into parts or extends over several days). This would help the trainer in understanding if he / she is on the right track. Feedback can be provided either orally or via Feedback Forms. It is essential that the Feedback Forms are printed in the local language.
- Note down the feedback so that it helps with further refinement and development of the training program: In case the feedback has been given orally, the trainer must note down the feedback precisely and carefully, so that all information is recorded and the feedback does not become vague and unclear. This helps in refining, improving and developing the various components and modules of the training program further.

Exercise

A. Answer in brief:

1. Why is it important to hold both theoretical and practical training?

Answer: While planning and delivering the training, it is important to put emphasis equally on both theoretical as well as practical aspects of learning. Every module or topic that is taught to the farmers must have both theory and practical sessions. The main objective behind developing these domains was to align the modern learning process towards analysing and assessing skills, concepts, procedures, axioms and principles, as opposed to traditional learning and recollecting information.

2. Name few supplementary sources of income for farmers.

Answer: Some of the supplementary sources of income for farmers are –

- Animal Husbandry (Dairy Farming, Poultry and Fisheries)
- Green Fuel (Dung Cakes, Dried Crop Waste, Straw and Hay, etc.)
- Basket Weaving, Pottery
- Rain water harvesting
- Green Manure/Compost

3. Name some local people and grass root institutions with whom the AESP needs to coordinate.

Answer: The local people and grass root institutions with whom the AESP needs to coordinate include –

- Farmers' Clubs and Unions
- Farmers' Cooperative Societies
- Village Panchayat and the Sarpanch
- The Village Leaders or Mukhiyas

B. Fill in the blanks:

1. Before the FLD begins, the AESP needs to gather the selected group of farmers for a special _____ programme.

Answer: Training

2. The training content should be clearly understood by _____.

Answer: Farmers

3. A Doubt Clarification or Question-Answer session must be held at the _____ of the training session.

Answer: End

4. _____ helps the trainer in gauging if he / she is on the right track.

Answer: Feedback and queries from farmers

5. The benefits received by farmers from the training can be understood with the help of the periodic _____.

Answer: Follow – ups

Unit 6.2: Establishing Forward Linkages with the Industry

A. Answer the following according to your understanding:

1. Discuss any two necessary elements in developing entrepreneurial skills in farmers.

Answer: The elements which are necessary in developing entrepreneurship skills are –

- Ability to Negotiate: Negotiation is defined as the process in which the buyer and the seller have a discussion, to arrive at and agree upon a fair price for a given product or service under sale. Points to note while negotiating:
 - Before the negotiation begins, prepare yourself; aim to appear keen to do the deal, but not nervous.
 - Clarify your objectives (e.g. price, volume, or a quick sale) and how important the deal is to you.
 - Find out what the customer wants. What features or extras do they value, and what are their priorities - price, service or delivery?
 - Do research on the customer's position: How urgently do they need your product, what can they afford and what are the alternatives your rivals are offering.
 - Display the value of your offering to the customer: What benefits it offers, what problems it solves for them, what alternatives it offers.
 - Identify the strengths and weaknesses in your proposal and plan your strategy accordingly; aim to reach a deal, which will benefit the customer as well.
 - Decide what could be negotiable; try to identify concessions which would cost you little but which the customer would value.
 - Consider the potential impact on other deals and other customers in terms of any concessions you make.
 - Clarify your terms and conditions from the start of the negotiation.
 - Set your opening price high; explain how the value in what you are offering justifies the price.
 - Concentrate on asking questions and listening; fend off questions aimed at discovering your own negotiating position.
 - Test the strength of any concessions the customer asks for; ask whether they are deal-breakers, or what alternatives there are.
 - Look for reciprocation on any concessions you make: for example, an increased order size in exchange for a discount.
 - Summarize each point as it is agreed; shake hands on the deal when all the points have been covered, and follow up with a written agreement.
 - Sale Network and Prospective Buyers: For a successful entrepreneur, it is essential to interact and build rapport with people and spread awareness about the range of products and services. This is how people will get interested in the product and prospective or potential buyers can be found. The more an entrepreneur builds his or her network, the higher will be the number of prospective buyers and the greater will be the sales conversions.
2. Discuss the idea of cash management.

Answer: Cash Management involves the management of cash in such a way that:

- The business objectives of the enterprise are achieved
- Profitability is maximised
- Cost is minimised
- Resources are optimised
- Liquidity and Working Capital are maintained

The various principles of Cash Management are:

- Putting aside a considerable portion of the funds in hand (Working Capital) for contingencies
 - Ensuring that credit facility is available from external resources, like Banks and Micro Loan institutions
 - Keeping the Cash Conversion Cycle (duration, in days, that it takes for a company to convert resource
 - inputs into cash flows) short
 - Utilising cash to the fullest
 - Minimising frequent cash disbursements
3. As an Agriculture Extension Service Provider, what would be your suggestion for the best and most cost-effective sources of supply?

Answer: The best and most cost – effective sources of supply are –

- The farmers act as Backward Linkage for the Food Processing and Supply industry.
- Processed food, involves a lot of additives, preservatives, added edible colours, etc., which are health hazards for humans and animals alike.
- Processed food goes through several operations, the costs of which are imposed on the consumer.

Backward linkages involve the mediums through which money, material, and information flow between an organisation and its suppliers thus generating a network of economic interdependence. In the agricultural industry backward linkages can be defined as linkages from the farm to the part of the non-farm sector that contribute inputs for agricultural production, for example agrochemicals.

2. “A farmer acts as Forward Linkage for the Food Processing industry”. Comment if the statement is True or False. Justify your answer.

Answer: The statement is false. The farmers act as Backward Linkage for the Food Processing and Supply industry. In the agricultural industry, the farmer acts as the medium and links the farm to the part of the non-farm sector that contribute inputs for agricultural production, for example agrochemicals.

3. What is Cash Management? What is Cash Conversion Cycle?

Answer: Cash Management involves the management of cash in such a way that the business objectives of the enterprise are achieved, the profitability is maximized, the cost is minimized, the resources are optimized, and the liquidity and working capital are maintained.

The Cash Conversion Cycle refers to the duration, in days, which is taken for a company to convert the resource inputs into cash flows.

4. Why are the goods sold by farmers better than processed food?

Answer: The goods which are sold by the farmers are much better than the processed food, as the latter involves a lot of additives, preservatives, added edible colours, etc., which are health hazards for humans and animals alike.

5. What are the components of an Agri-business Plan?

Answer: The various components of the agricultural business plans are –

- Business overview- about the product
- Vision: Businesses have a vision of what they want to be recognised for at some point in the future.
- A vision statement is a simple description of the future that the organisation envisions for itself.
- Mission: The mission statement is a description of the day-to-day work carried out by the organisation to achieve their mission. When organisations consistently carry out the tasks within the mission well they can eventually make the vision into a reality.
- Example: The mission of our farm is to produce and deliver wholesome and unique products which are enjoyable and sustainable.
- Objectives: An organisation’s objectives can be considered as the smaller steps, milestones and activities that it needs to carry out with a view toward achieving a goal.
- Example: To grow high quality specialty baby vegetables, root vegetables and fruits for both retail and wholesale markets.
- Production Plan: Production planning is the process of determining the manner in which an organisation should go about producing a particular product.
- Example: The farm spans 30 acres of land. 2 acres of high tunnels help to prolong our marketing season by producing crops early and late in the year.



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