MEPSC
Management & Entrepreneurship
and Professional Skills Council

Facilitator Guide

Sector
Management, Entrepreneurship & Professional Skills

Sub-Sector
Training and Assessment

Occupation
Assessment

Assessor

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

The Facilitator Guide for Assessor is primarily designed to facilitate assessment for candidates in an area of subject matter expertise in a range of context on occupational standards. They co-ordinate with the assessing body, training provider or client organization to ensure smooth and timely completion of work

The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards. (NOS) drafted by the management, entrepreneurship and professional skills sector and ratified by National Skill Development Corporation.

It includes the following National Occupational Standards (NOSs):

1. Plan and organize for competency based assessment(MEP/N2701)
2. Assess vocational skills, knowledge and understanding(MEP/N2702)
3. Apply health and safety practices applicable in a training and assessment environment(MEP/N9911)
4. Apply principles of professional practice at the work place(MEP/N9912)

Post this training, the participant will be able to perform task as an Assessor.

We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the management, entrepreneurship and professional skill sector.

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 - Importance of the Course

Unit 1.2 - Job Role of an Assessor

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Identify the importance of the course
2. Explain the job role of an assessor

Unit 1.1: Importance of the Course

Unit Objectives

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

1. Explain the importance of the course
2. Identify the disciplinary requirements to comply with during the course

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees develop an overview regarding the skilling and sector skill councils.

Say

Good day and a very warm welcome to the training programme Assessor. Here, we shall comprehend the importance of the course that we are going to undertaking. We shall also understand how an Assessor help in skill development.

Ask

In this session, ask the participants the following questions:

• What role does an Assessor play in skilling?
• Mention some of the Dos and Don'ts of general discipline in a classroom.

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

Elaborate

In this session, discuss the following points:

• The primary objective of the course is providing skill-based training to aspirants looking forward to working as Assessors, who would assess candidates in various areas of expertise, in different do-mains and across sectors.

- The Dos and the Don'ts of General Discipline in the Classroom are as follows:

  Do's:
  o Reach the class at least 15 minutes in advance
  o Wear ID cards while inside the classroom
  o Help batchmates in learning
  o Listen to the trainer's instructions carefully

  Dont's:
  o Skip classes, activities, and practical
  o Loiter unnecessarily outside the classroom
  o Ridicule or scorn batch mates
  o Adopt unfair means while attempting tests and examinations
  o Never participate or encourage ragging and bullying inside the classroom or within the institute's/ centre's premises

Generic skills for assessors

- Good communication skills (verbal and active listening skills)
- Good documentation skills
- Ability to read and interpret important information like assessment plans
- Ability to take correct decisions
- Good planning and organising skills
- Learner-centricity
- Problem-solving skills
- Ability to think analytically and critically

Personal attributes of assessors

- Keen observer
- Goal-oriented
- Attentive towards minute details
- Focused on quality
- Well-organised
- Quick learner and open towards learning
- Eagerness to update oneself and stay aware of the latest trends in the training and assessment industry

Role and Responsibilities of an Assessor

- The primary role of an assessor is to:
  o Evaluate the candidate's performance and/or related knowledge in a range of tasks
  o Ensure that competence and the demonstrated knowledge meets required standards and learning objectives
  o Update their expertise by being involved in continuous professional development activities
- Some of the responsibilities of an assessor are:
  o Carrying out an initial assessment of the candidate before commencing the programme

- Ensuring the candidate is aware of current legislation related to their employment and assessment procedures
- Ensuring the candidate is aware of their responsibility with regard to the collection of evidence
- Explaining the assessment process fully to the candidate and others involved
- Evaluating a candidate's competence against the awarding body standards
- Ensuring validity, authenticity, and sufficiency of evidence produced by candidates
- Demonstrating a commitment to equality of opportunity and any other anti-discriminatory practice
- Ensuring maintenance of confidentiality of sensitive information

Say

Let us not participate in an interesting activity for understanding the importance of skill development.

Activity

- Introduce yourself to the class
- Ask the trainees to introduce themselves
- Discuss the importance of skill development with the class
- Encourage the trainees to ask questions

Activity	Duration	Resources used
Introductory session	60 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 1.2: Job Role of an Assessor

Unit Objectives 🎯

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

1. Identify the roles and responsibilities of an assessor
2. Identify the skill set of an assessor
3. Recognise the personal attributes of an assessor
4. Explain the roles and responsibilities of an assessor
5. Practise the organizational guidelines meant for assessors

Resources to be Used ⚙️

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note 📋

This session of the programme will help the trainees develop an overview regarding the job role of an Assessor.

Ask 💬

In this session, ask the participants the following questions:

• What are the job responsibilities of an Assessor?

• What generic skills are required by an Assessor?

• Mention some of the personal attributes of an Assessor.

• What are the standard steps followed by NSDC while selecting and recruiting Assessors?

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

Elaborate ⚙️

In this session, we will discuss the following points:

• The job responsibilities of an assessor include the following:
   o Observing and assessing the candidates
   o Planning and delivering programmes
   o Providing timely feedback to students
   o Rewarding students

- o   Maintaining records of students/candidates
- Some of the generic skill sets required by an Assessor are as follows:
  - o   Good communication skills
  - o   Good documentation skills
  - o   Decision-making skills
  - o   Good planning and organising skills
  - o   Learner-centricity
  - o   Problem-solving skills
  - o   Analytical skills
- Some of the ethics that must be followed by an Assessor are as follows:
  - o   Conduct assessments stringently and fairly
  - o   Discourage, condemn, and report unfair means exercised by candidates while writing exams
  - o   Collect all documents, requisite for the assessment, from candidates, and verify the same
  - o   Treat all candidates with respect and dignity, irrespective of their background and ethnicity
- Below are the standard steps followed by the NSDC and the sector skill councils in selecting and recruiting assessors are as follows :
  - o   Need identification
  - o   Determine criteria for shortlisting /selection
  - o   Shortlist and call for recruitment process
  - o   Select assessors

Here are examples of responsibilities from real assessor resumes representing typical tasks they are likely to perform in their roles.

- Demonstrate excellent internet research, comprehension and communication skills by successfully providing quality evaluations on tasks provide.
- Complete final assessment inspection on work performed
- Conduct HRA clinical assessments regarding back-to-work eligibility concerning public assistance applicants and recipients.
- Identify communication issues and provide training documents, update email templates and work with senior management on future issue mitigation.

Say

Let us not participate in an interesting activity for understanding the job roles/responsibilities of an Assessor.

Activity

- Discuss the job role of an Assessor with the trainees
- Ask them to make a list of skill sets and personal attributes required to be an Assessor
- Ask them to rate themselves on a scale of 1-10 based on their skill sets

Activity	Duration	Resources used
Practice session	45 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

MCQ

1. c. assessors are evaluated on the basis of their domain-related skills only
2. a. ability to lift heavy loads
3. b. qualification pack
4. d. All of the above

Descriptive

1. The job responsibilities of an assessor would include the following:
   - Observing and assessing the candidates: assessing candidates and observing their performance to identify their areas of strength and weakness
   - Planning and delivering programmes: planning and delivering the training programmes systematically and successfully, thus enabling hassle-free assessment of students
   - Providing timely feedback to students: providing feedback periodically so that the students can work on their faults and improve performance
   - Rewarding students: rewarding students appropriately for their achievements with the help of certificates and good grades that facilitate their employment in their respective sectors
   - Maintaining records of students/candidates: maintaining the records of students/candidates, thus keeping track of their progress, development, and performance throughout the training programme.

2. Plan and Organize for Competency Based Assessment

Unit 2.1 - Assessment Standards

Unit 2.2 - Competency-Based Assessment

Unit 2.3 - Strategies for Assessment

Unit 2.4 - Standards/Criteria for Assessment

Unit 2.5 - Assessment Plan

MEP/N2701

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Identify the standards/criteria for assessment.
2. Understand the assessment strategy
3. Identify the details of an assessment job
4. Analyze and record the assessment process
5. Evaluate the process of checking contact venue, materials, physical resources and other details of the assessment

Unit 2.1: Assessment Standards

Unit Objectives

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

1. Identify assessment criteria
2. Explain the particulars of the assessment job
3. Identify the details of an assessment job

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees develop an overview regarding the job roles and responsibilities of an Assessor.

Ask

In this session, ask the participants the following questions:

- What is Assessment Criteria?
- What do you understand by evidence of assessment?

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

Elaborate

In this session, we will discuss the following points:

- Assessment criteria are statements specifying the standards that must be met and the evidence gathered to demonstrate learning outcomes.
- Clarity, unambiguity and brevity are all critical, and the language should be understandable by both teaching staff and students while writing assessment criteria.
- Examples of Assessment Criteria - Constructively aligned assessment criteria begin with a noun that complements the verb in the assessment tasks objective. For example, if the objective is for students to "explain how concepts in the subject interrelate", one of the criteria might be "Clarity of explanation". That is, the criterion describes the quality of the assessment task that will be judged during marking.
- Assessment criteria should also reflect the overall published aims of the programme. If, for example, the course claims to prepare students for entry into a particular profession, then the achievement of

the entry requirements for that profession should be specified in the assessment criteria. It should also need to relate to the specific requirements of the assessment task, i.e. they should describe the performance required for the task set.

An assessor is expected to review various parameters before the start of the assessment, such as:

- List of candidates who have to be assessed
- Location/Venue
- Date/time of assessment
- Contact person and contact details
- Standards on which assessment has to be conducted
- Assessment tools and methods to be employed

- Types and sufficiency of evidence required - Evidence can take many forms and be gathered from several sources. Assessors often categorise evidence in different ways.

- Tools and equipment required for practical and theoretical assessments - Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional exam.

- Time and duration of the assessment - The assessment timing needs to be manageable, allowing you to prepare and deliver the assessment, mark the students' work, and return grades/ feedback quickly.

Say

Let us not participate in an interesting activity for understanding the job roles/responsibilities of an Assessor.

Activity

- Divide the participants into 2 groups
- Conduct a group discussion on the steps to write assessment criteria
- Ask the participants to note down important points
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the important points

Activity	Duration	Resources used
Group Discussion	45 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation 📝

- Discuss the proper communication technique in group discussion
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 2.2: Competency-Based Assessment

Unit Objectives

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

1. Explain the policy and processes of competency-based assessment
2. Implement the procedures of competency-based assessment

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will give the trainees an idea regarding Competency-based assessments.

Ask

In this session, ask the participants the following questions:

- State few examples of competency-based assessment.
- What are the types of questions that can be asked during the competency-based assessment?

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

Elaborate

In this session, we will discuss the following points:

- Competency assessment includes the following:
    - Direct observation of the techniques used by an employee allows the observer to see if the employee is following the SOP
    - Using a custom-designed checklist to observe items, actions or attributes
    - Review worksheets and logs prepared by the employee
    - Example of essential competencies includes- Sample collection, evaluation of the adequacy of samples, application of quality control procedures, interpretation of results, etc.
- The procedure for competency-based assessment has been discussed below:
    - The assessor contacts the employee in advance to inform that the assessment will be done at a prearranged time
    - The assessment is done while the employee is tasks using routine samples

- o   The assessment is done by a specified method previously described and is recorded in a logbook
- o   The result of the assessment is shared with the employee
- o   A remedial action plan is developed defining required retaining
- Competency-based evaluation may include various assessment tools and activities, such as feedback, competency sampling, observation, 360 review, presentations and papers. No matter what method or tool utilised, four paramount features must be incorporated. These are validity, reliability, fairness, and flexibility.

Feedback	- Informal - Formal - Formative - Summative
Competency Sampling	- Sample of work for assessment - Follows learning period/schedule - Reflects competency in the practice - Permits the inclusion of patient feedback (as in patient management assessment) - Identify which units will be utilised in the assessment (upper extremity, chest etc.)
Observation	- Focused on behavioural markers. What are you looking for? How will you know when you see it? - Conduct the observation personally and /or utilise the observations of colleagues that have had training. Reliability of rating from colleague to colleague must be consistent and acceptable.
360° Review	- Multiple informants - Evaluation from the perspectives of the clinical educator, mentor, team members, other students, administrators and from the learner themselves. - Best method as a survey format via anonymous respondents.
Presentations & Papers	- Some trainees benefit from the opportunity to present at lunch & learn, rounds etc. - Encourage students to include their own experiences from the viewpoint of a clinical student. - Ensure relevancy - Topics may be specific to pathology, adverse events, or case reviews.

Say

Let us participate in an interesting activity for understanding the parameters of competency-based assessment.

Activity

- This will be an individual assessment
- Ask the trainees to develop a checklist based on which an assessor will test the personal attributes possessed by an employee
- Further, discuss the important points/criteria which should be used to evaluate the employee

Activity	Duration	Resources used
Practise activity session	50 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 2.3: Strategies for Assessment

Unit Objectives

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

1.   Implement different strategies of assessment
2.   Identify the principles of assessment
3.   Practise the rules of evidence

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will give the trainees an idea regarding the various strategies that can be employed for Competency-based assessments.

Ask

In this session, ask the participants the following questions:

•   What are different assessment strategies?
•   What are the general principles for conducting assessment?
•   What are the different criteria based upon which an evidence is evaluated?

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

Elaborate

In this session, we will discuss the following points:

•   The different assessment strategies have been discussed below:

   o   Strategy no 1: A performance-based assessment is open-ended and without a single, correct answer, and it should demonstrate authentic learning, such as the creation of a newspaper or class debate

   o   Strategy no 2: This technique involves observing involves studying the spontaneous behavior of participants in natural surroundings/workplace. The assessor simply records what they see in whatever way they can.

   o   Strategy no 3: The competence is assessed based on recognising, assessing, and accrediting of prior achievements and learning through devices that document this achievement, such as a portfolio of evidence.

- Some of the general principles of assessment have been discussed below:
  - Assessment should be valid
  - Assessment should be reliable
  - Assessment should be equitable
  - Assessment should be explicit and transparent
  - Assessment should support the student learning process
  - Assessment method should be efficient
- Some of the most familiar assessment strategies are quizzes, tests, state-administered standardised tests, and essays.
- Authentic assessment strategies, such as portfolios, performances, and exhibitions, allow students to showcase their talents and what they have learned in a course creatively.
- There are four Rules of Evidence:
  - **Validity -** When someone performs a task, it results in either producing a product or delivering a service. If a product or sub-product is produced, the product itself will constitute valid evidence that the assessor can then assess against a benchmark (the unit).
  - **Sufficiency -** If the service is to resolve a customer complaint, evidence could include records of the complaint resolution, feedback from the client, photos, videos and records of the observation of the candidate dealing with the client (details of the protocol/procedures followed, techniques used, skills demonstrated, etc.).
  - **Authenticity -** When collecting evidence, it is crucial that the identity of the candidate is confirmed and that the assessor observed or witnessed a task being completed or through oral questioning, and details of the event registered (i.e. date, time, location, duration)
  - **Currency -** Assessment evidence must prove that the candidate demonstrated the relevant skills and knowledge at the time that the competency judgement was made or in the very recent past to the judgement.

Say

Let us participate in an interesting activity for identifying the various strategies that can be used to conduct competency-based assessments.

Activity

- This is an individual activity
- Ask the participants to prepare a questionnaire for conducting interviews
- Ask them to collect data based on the following parameters:
  - Validity
  - Current skill and knowledge
  - Language, literacy, numeracy levels
  - Authenticity
- Review the questionnaire as prepared by the trainees
- Further, discuss the rules of evidence with the trainees

Activity	Duration	Resources used
Draft Questionnaire	50 mins	Notebook, pen, whiteboard, marker, etc.

Do ✓

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 2.4: Standards/Criteria for Assessment

Unit Objectives

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

1. Create assessment criteria

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to prepare for an assessment of competency.

Ask

In this session, ask the participants the following questions:

• What are the various types of assessment criteria?

• Discuss the essentials of a good assessment criterion.

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

Elaborate

In this session, we will discuss the following points:

• Assessment criteria are statements specifying the standards that must be met, and the evidence gathered can be used to demonstrate the achievement of learning outcomes.

• Assessment criteria provide students with information about the qualities, characteristics, and aspects of an assessment task that will be used to measure their attainment of each of the learning outcomes. Criteria make it clear to students what factors will be considered when making judgements about their performance.

• The number of criteria for a single task needs to be suitably small in order to enable students to understand what is expected of them clearly. Criteria define the characteristics of the work or performance, but they do not define how well students must demonstrate those characteristics

- Examples of a Criterion:
  o Advise a client about the options available to them within the civil justice and dispute resolution landscape
  o Justify the theoretical elements and practical strategies of the plan in a rationale that explains your thinking and demonstrates connections to relevant theory and research
  o Reflect on the relevance of the content to your creative practice
  o Interpret and analyse data from your lab experiment
  o Apply knowledge of the concept of osmosis to the membrane structure
  o Outline the likelihood and impact of risks
  o Explain how the specified use of technology is appropriate for your context, students and discipline

Say

Let us participate in an interesting activity to understand the various criteria for assessment.

Activity

- Divide the class into two groups
- Discuss the assessment criteria with the trainees
- Ask each group to identify three elements each of a good assessment criterion
- Allocate marks based on the performance of each group

Activity	Duration	Resources used
Identify Assessment Criteria	50 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 2.5: Assessment Plan

Unit Objectives

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

1. Develop an assessment plan
2. Validate an assessment plan

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to develop an assessment plan.

Ask

In this session, ask the participants the following questions:

- What are the different steps of development of assessment plan?
- What are the different validation phases?

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

Elaborate

In this session, we will discuss the following points:

- Steps to develop an assessment plan:
    o Identify program based student learning outcomes
    o Develop a curriculum mapping matrix (The curriculum matrix identifies the connection required courses and experiences)
    o Determine assessment measures aligned with program outcomes
    o Draft the full program assessment plan
    o Implement the assessment plan and revise as needed
- Assessment validation refers to the quality review of assessment tools, processes, practices, etc. It is a quality review process to check that the assessment tools are valid, reliable, sufficient, current, and authentic. However, the assessment validation is only a quality review and not intended to make changes to assessment outcomes.

- Steps to create an assessment plan:
  - o Identify program based student learning outcomes
  - o Develop a curriculum mapping matrix
  - o Determine assessment measures aligned with program outcomes
  - o Draft the full program assessment plan

Say

Let us participate in an interesting activity to understand how to develop an assessment plan.

Activity

- This will be an individual activity session
- Ask the trainees to develop a sample assessment plan
- Help the trainees identify the different elements of assessment
- Allocate marks based on the performance of each student

Activity	Duration	Resources used
Develop an Assessment Plan	60 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

1. d. None of the above
2. d. All of the above
3. d. All of the above
4. c. Candidate assessment records
5. a. Exams

3. Conduct Assessment of Vocational Skills, Knowledge and Understanding as per set Standards of Performance

Unit 3.1 - Assessment Tools

Unit 3.2 - Audit of the Assessment Site

Unit 3.3 - Assessments of Competency

Unit 3.4 - Vocational Skills, Knowledge and Understanding

MEP/N2702

Key Learning Outcomes

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By the end of this module, the participants will be able to:

1. Use different assessment tools
2. Develop competency-based assessments
3. Demonstrate the processes of assessment of vocational skill.
4. Analyze the use of technology while conducting assessment
5. Assess vocational skills, knowledge and understanding
6. Analyse the assessment results

Unit 3.1: Assessment Tools

Unit Objectives

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

1. Illustrate the use of apt tools in assessment process

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand the usage of various assessment tools.

Ask

In this session, ask the participants the following questions:

- What are some of the assessment tools that can be used to record data?
- Give a few examples of technological tools that facilitate the learning process.

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

Elaborate

In this session, we will discuss the following points:

- Assessment tools are techniques used to measure a candidate's abilities, skills, and/or fluency in a given subject or measure one's competency in a specific subject area.
- Several tools, technology, and physical resources can be used for the assessment process.
- Some of the examples of technological tools that facilitate the learning process are as mentioned below:
  - Concept or mind mapping tools - These tools help learners to identify and link relevant concepts and represent them visually.
  - Database software - This type of software allows learners to record, sort, and report a variety of data in numerical, textual, and media forms.
  - Spreadsheet software - This type of software allow learners to record, sort, mathematically analyse, and represent data in tabular and/or graphical forms.
- Examples of assessment tools are concept maps, concept tests, knowledge survey, exams, oral presentations, poster presentations, peer review, portfolios, rubrics, written reports, case studies, etc.

Say 💬

Let us participate in an interesting activity to comprehend the use of various assessment tools.

Activity ⚙️

- Divide the class into two groups
- Conduct a group discussion on various assessment tools
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the important points

Activity	Duration	Resources used
Data representation	60 mins	Notebook, pen, whiteboard, marker, etc.

Do ✓

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation 📝

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

Unit 3.2: Audit of the Assessment Site

Unit Objectives ⊚

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

1. Demonstrate the steps to perform an audit of the assessment site
2. Explain how to prepare an assessment checklist

Resources to be Used ⚙

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note 📋

This session of the programme will help the trainees understand how to perform an audit of the assessment site.

Ask ⌨

In this session, ask the participants the following questions:

- State the purpose of an audit.
- What are the different types of audit?
- Mention five important factors which should be assessed for a classroom.

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

Elaborate ⚓

In this session, we will discuss the following points:

- Auditing can be defined as the inspection of the process or quality system to ensure compliance with requirements. An audit might be specific to a function, process, or production step. There are two different types of audits
  - Process audit - It evaluates an operation or method against predetermined standards and evaluates the effectiveness of the instructions.
  - System audit - A system audit can be described as a documented activity performed to verify by examining and evaluating objective evidence that applicable elements of the system are appropriate and effective and have been developed, documented, and implemented in accordance with specified requirements.

- Assessment Checklist - A safety checklist can be used to check the conditions prevailing in a classroom or training environment. The checklist helps in the identification of the areas of concern.

Say

Let us participate in an interesting activity to understand how a site audit is conducted.

Activity

- This will be an individual activity session
- Ask the trainees to develop a safety checklist that can be used to assess the conditions prevailing in a training environment/classroom
- Discuss the various factors that should be considered while developing a assessment safety checklist
- Allocate marks based on the performance of each trainee

Activity	Duration	Resources used
Develop safety checklist	50 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 3.3: Assessments of Competency

Unit Objectives

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

1. Assess student's competency
2. Identify the benefits of competency-based assessment
3. Illustrate different types of competency-based assessment

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to conduct competency-based assessments.

Ask

In this session, ask the participants the following questions:

• What are the different methods to assess the competency of a student?

• Mention the different benefits of a competency-based assessment.

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

Elaborate

In this session, we will discuss the following points:

• Competency-based assessment is collecting evidence to conclude the character and scope of the learner's progress to achieve professional standards. Competency-based assessment (CBA) helps trainers determine whether a person can perform a task or a group of tasks.

• Common types of Competency-based assessment are:
  o Skills checklists
  o Competency assessment tests
  o Online competency assessments
  o Competency-based interviews
  o Skills gap analysis

- o 180° or 360° assessment
- o Competency assessment for recruitment
- Competency-based assessments (CBA) help trainers reduce the gap between the training environment and the actual field of the job.
- Competency-Based Learning Material (CBLM) is a student-centred learning approach that provides the students with learning tools they need to learn at their own pace and make choices about the sequence of their learning
- Examples of competency-based learning materials:
  - o Learning guides like the participant handbook
  - o Assessment materials like worksheets and case booklets
  - o Workbook with activities, tasks, and tests
  - o Audio-visual materials like PowerPoint presentation slides
  - o Industry competency standards
  - o Organisational policies, procedures, and legislation

Say

Let us participate in an interesting activity to understand how to perform a skill gap analysis.

Activity

- This will be an individual activity
- Ask the trainees to develop a questionnaire which can be used for performing a skill gap analysis
- Allocate marks based on individual submission

Activity	Duration	Resources used
Develop a Questionnaire	50 mins	Notebook, pen, whiteboard, marker, etc.

Say

Let us participate in another interesting activity for understanding the session well.

Activity

- This will be an individual activity
- Ask the trainees to develop a PowerPoint presentation on organizational policies, procedures and legislation which they can use to brief the employees during the orientation programmes
- Allocate marks based on individual presentation

Activity	Duration	Resources used
Powerpoint activity session	50 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Share your inputs and insight with the students
- Help the trainees identify all important fields
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 3.4: Vocational Skills, Knowledge and Understanding

Unit Objectives ⊙

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

1. Define vocational skills
2. Demonstrate the practice of timeliness
3. Assess vocational skills with the help of suitable tools
4. Modify assessment plan, if required

Resources to be Used ⚙

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note 📋

This session of the programme will help the trainees to understand the importance of vocational skills and knowledge.

Ask 💬

In this session, ask the participants the following questions:

• State the importance of vocational skills.

• What are the different technologies that can be used to impart vocational skills?

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

Elaborate ⚙

In this session, we will discuss the following points:

• Vocational skills are competencies directed towards specific trades.

• Let us consider the below example –

  ○ Mary has been laid off from her job as a bank clerk, and her counsellor Jake has told her that one option she has is to gain vocational skills. Vocational skills, Jake explains, are practical or firsthand skills that help a person master a trade or a job. Often, vocational skills can be obtained through hands-on experience on the job. However, these skills may also be acquired at a vocational school. A vocational school, also called a trade school, provides technical education to prepare people to work in a trade, craft, or profession.

- o One big perk of vocational training is that it can help Mary obtain a job faster because vocational workers are generally in high demand. These programs often take relatively little time to complete and are usually fairly inexpensive in the enormous scope of education. Also, since vocational schools tailor the programs to match what employers are looking for, the rate of job placement after graduation is generally high.
- The Indian Government has come up with innovative schemes where the Indian youth can participate in a paid internship or On-the-job training (OJT) programmes, get trained, and eventually get hired by the respective companies based on performance during the training.
- Vocational skills typically refer to occupations that you can learn with some basic training or on-the-job. Electricians, truck drivers, hairstylists, medical records technicians, and emergency medical technicians are examples of vocational skills occupations.
- Vocational education involves strictly time-bound assessments, periodic and final.
- Technology allows for new, different and more immediate methods of assessment, resulting in the reduction of staff workloads and at the same time advancing the quality of assessment and feedback for learners. The use of technology and its relevance to vocational skills must be carefully analysed
- An Assessment plans provide an outline to facilitate the continuous improvement of learners.

Say

Let us participate in an interesting activity to understand the importance of vocational skills and how it influences the current employment sector.

Activity

- The activity will be in the form of an expert visit session
- Invite the best in the industry to provide a lecture to the students on the important vocational skills/ knowledge and their role in the current employment market
- The expert should also brief the student on the various technologies that can be used to impart vocational skills

Activity	Duration	Resources used
Industry expert visit session	2 hours	Notebook, pen, whiteboard, marker, etc.

Do

- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session
- Encourage the students to ask a question and make a note of all important details

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

1. d. All of the above
2. a. Exams
3. a. Flashcards
4. c. Both option a and b
5. d. None of the above

4. Document and Verify Assessment Results and Evidences

Unit 4.1 - Documentation and Verification of Results
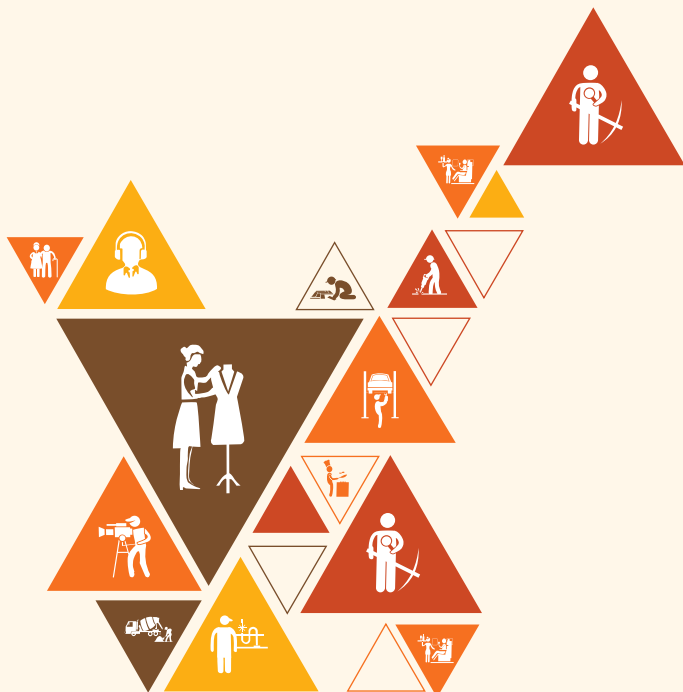
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Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Interpret assessment standard and measure evidence against the standard.
2. Identify and gather required documents from learners.
3. Demonstrate how to secure, label and pack the evidences accurately as per standard procedures
4. Explain the process to document the results on paper templates as well as online forms

Unit 4.1: Documentation and Verification of Results

Unit Objectives

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

1. Interpret assessment standards and measure evidence against the same
2. Demonstrate how to collect required documents
3. Explain the process to record the results appropriately
4. Demonstrate the process of securing, labelling, and packing the evidences appropriately

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand the documentation procedure. It will also help them understand how to evaluate results.

Ask

In this session, ask the participants the following questions:

- What are the different ways to collect evidence against assessment standards?
- Mention the principles of assessment.
- What are the different documents that can be collected to evaluate evidence?

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

Elaborate

In this session, we will discuss the following points:

- Assessment standards are determined and set according to the learners' training outcomes and the measurable targets of a training program. The learners' understanding and skills are evaluated based on these standards.
- Evidence means the items learners provide to prove their knowledge and competence during assessments.
- Below is a list of the common forms of standards-based assessments and their objectives:
  - Formative Assessment: Provides feedback to learners about their gradual and phase-wise progress towards a given standard

- Selective Response: Selective responses like MCQs assess the basic understanding and knowledge of a given standard and the underlying pre-requisite concepts related to it
  - Laboratory demonstration and activities: Assess if the learners can demonstrate the practical skills
  - associated with a given standard; the learners would be required to demonstrate these skills once they start working in the respective sectors
  - On-the-Job Training: On-the-Job training requires learners to practise the skills hands-on at the workplace in the respective sectors
- Principles of assessment:
  - Assessment will be valid
  - Assessment will be reliable
  - Assessment will be equitable
  - Assessment will be explicit and transparent
  - Assessment will support the student learning process
  - Assessment will be efficient
  - Assessment outcomes will be monitored, and this monitoring used to support the enhancement of assessment policy and practice
  - Staff involved in the assessment will be competent to undertake their responsibilities in this area
- Assessors must identify the documents to be collected from learners before, after, and during the assessment. It is a recommended practice for assessors to prepare and carry a checklist of documents to be collected like Government ID proof, Centre/institute ID proof, Admit card copy or Admit card details, Hall ticket, answer sheets or answer scripts from learners
- Assessors must practise full diligence while recording assessment results. Care should be taken so that the results recorded are verified and tallied with the actual score and grade obtained in the assessment.
- Packing of evidence - Once collected, the evidence must be secured appropriately because assessment evidence comprises highly confidential information and must not be disclosed to anybody before evaluation by the authorised person.
- Failing in securing, labelling, and packing the evidence appropriately may allow for unethical activities like modifying the score, manipulating the assessors, etc., thus hindering the system from reflecting the learners' actual performance.

Say

Let us participate in an interesting activity to understand how to evaluate the knowledge/ skills of the interviewee.

Activity

- This will be an individual activity session
- Ask the trainees to develop an MCQ questionnaire for conducting formative assessment
- Ensure that the knowledge levels are covered

Activity	Duration	Resources used
Develop a questionnaire for conducting formative assessment	60 minutes	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

1. b. Range statement
2. d. Exams
3. d. All of the above
4. c. Anecdotal Records
5. d. All of the above

5. Comprehending Post Assessment Activities

Unit 5.1 - Post-Assessment Activities
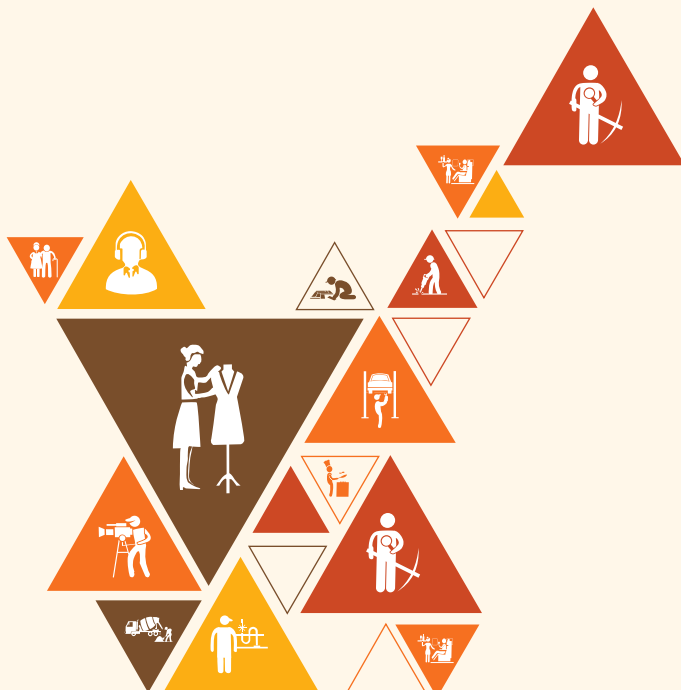
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Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Ensure the cleanliness and tidiness of the assessment area
2. Determine housekeeping, maintenance or training equipment repair requirements
3. Demonstrate how to secure the equipment and tools used during assessment

Unit 5.1: Post-Assessment Activities

Unit Objectives

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

1. Illustrate the steps for monitoring the cleanliness and tidiness of the assessment area
2. Explain the need to inform about housekeeping, maintenance, or repair requirements
3. Demonstrate the process of securing the equipment and tools used during the assessment

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This session of the programme will help the trainees understand how to perform post-assessment activities.

Ask

In this session, ask the participants the following questions:

- What are the various precautions that can be taken to prevent hazards in the workplace?
- State various housekeeping and maintenance requirements.

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

Elaborate

In this session, we will discuss the following points:

- An assessor's role is not limited to conducting assessments alone. Assessors are responsible for carrying out a few post-assessment activities as well.
- A few precautions that must be taken to prevent the hazards usually found in a training and assessment environment include:
    - Flooring checks
    - Furniture
    - Lighting
    - Electrical Cables/Equipment
    - Ventilation and heating
    - Workspace

- o   Fire
- Post assessment activities include:
  - o   Monitoring the cleanliness and tidiness of the assessment area
  - o   Ensuring health and safety
  - o   Precautions to prevent hazards
  - o   Assessors are responsible for inspecting the assessment area before and after the assessment and convey housekeeping, maintenance, or repair needs to the housekeeping or maintenance staff associated with the venue.
  - o   Equipment and tools used during the assessment are cleaned and stored in appropriate places
  - o   Chemical solutions used for cleaning and maintaining tools must be used after reading the directions of use and material safety data sheet (MSDS)

Say 💬

Let us participate in an interesting activity to understand how to perform a post-assessment check.

Activity ⚙️

- This will be an individual activity
- Ask the trainees to develop a sample checklist based on an audit of the assessment site can be conducted
- Discuss the necessary features of a classroom with the students

Activity	Duration	Resources used
Prepare sample checklist for post-assessment audit	60 mins	Notebook, pen, whiteboard, marker, etc.

Do ✓

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session

Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

1. a. Material Safety Data Sheet
2. b. A licensed expert
3. a. True
4. b. False
5. a. True

6. Health and Safety Practices Applicable in a Training and Assessment Environment

Unit 6.1 - Health and Safety Practices
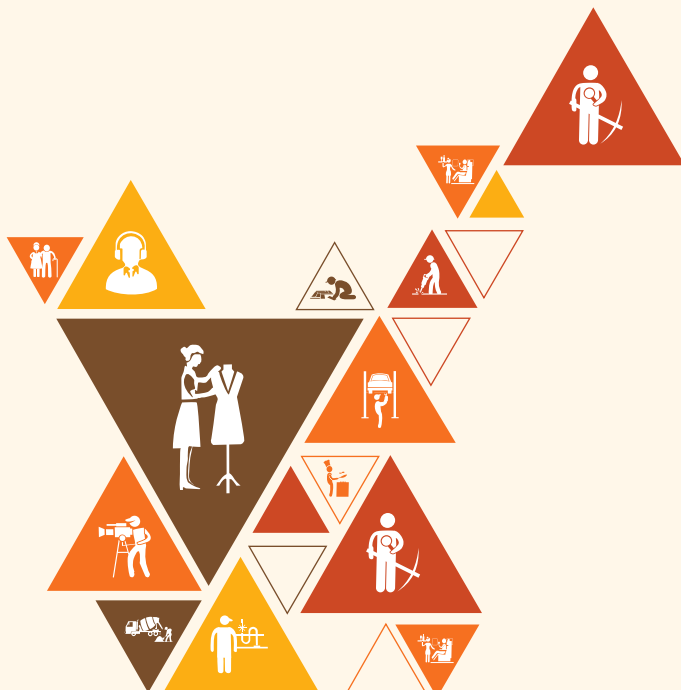
Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Apply applicable health and safety practices
2. Demonstrate the process of dealing with emergencies and taking required actions
3. Demonstrate emergency procedures correctly
4. Analyse emergency report accurately as per centre policy

Unit 6.1: Health and Safety Practices

Unit Objectives

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

1. Evaluate the basic Health and Safety Manual
2. Report breaches in health and safety
3. Demonstrate proper documentation of Safety Records
4. Demonstrate minor First Aid techniques

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This session of the programme will help the trainees implement health and safety practices.

Ask

In this session, ask the participants the following questions:

- Give few examples of few health and safety practices.
- What are the factors leading to health hazard?
- What are the principles of first-aid?

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

Elaborate

In this session, we will discuss the following points:

- Health and Safety Manual - The purpose of the Health and Safety Manual is to guide and direct all participants to work safely and prevent injury to themselves and others.
- The Health and Safety policy should state the arrangements in place to support and implement it. Safety meetings, safe working procedures, occupational hygiene, and education and training should be outlined. The policy should address the types of hazards associated with the workplace.
- Enterprise/site Safety Procedures - These guidelines were designed as a practical tool for assisting organisations and competent institutions as a means of achieving continual improvement in occupational safety and health (OSHA) performance.

- Breaches in Health and Safety - Breaches in Health and Safety must be identified by assessors and reported to the security, housekeeping, and maintenance personnel in the assessment area. Breaches in Health and Safety are commonly known as hazards.
  - Health Hazards - Carcinogenic factors, like toxic fumes, Corrosive, toxic, and irritant chemicals
  - Safety Hazards - Anything that can cause spills or trips, such as cords running across the floor or ice. Anything that can cause falls, such as working from heights, including ladders, scaffolds, roofs, or any elevated work area.
  - Ergonomic Hazards - Risk of injury to the musculoskeletal system, such as the muscles or ligaments of the lower back, tendons or nerves of the hands/wrists, or bones surrounding the knees, resulting in a musculoskeletal disorder (MSD). They are caused by various factors like Improperly adjusted workstations and chairs, Frequent lifting, Poor posture, Awkward movements, especially if they are repetitive, Using too much force, especially if it's done frequently, etc.
  - Psychosocial Hazards – It may include stress, fatigue, bullying, violence, aggression, harassment and burnout, which can be harmful to workers' health and compromise their well-being.
- First Aid - First aid is emergency care given immediately to an injured person. The purpose of first aid is to minimise injury and future disability. In serious cases, first aid may be necessary to keep the victim alive.
- The general principles of first aid are, ie. Rescue and remove the casualty in the shortest possible time without aggravating the existing health situation.

  For example, first aid is often all that's needed to treat minor burns, cuts, and insect stings.

- First Aid Kit - First aid kits are usually used for treating these types of minor traumatic injuries: Burns. Cuts. Abrasions (scrapes), etc.

Say 💬

Let us participate in an interesting activity for understanding the basics of health and safety at the workplace.

Activity ⚙️

- This will be a role-play activity
- Assign 6 participants the role of victims of minor injury like Fractures, Nose Bleeding, Cuts or Abrasions, Bleeding, Deep burns, Minor burns
- Assign 12 participants the role of first aid provider
- Ask them to provide appropriate and required first aid to each victim
- Repeat the role play with other trainees in the class

Activity	Duration	Resources used
Role Play	60 mins	Notebook, pen, whiteboard, marker, etc.

Do ☑

- Encourage the audience to ask relevant questions on the procedures
- Ensure that all students participate in the practise activity session
- Help the students understand the meaning of the safety signs as indicate in the cue card

Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

MCQ

1. d. All of the above
2. d. All of the above
3. d. All of the above

Descriptive

1. The first aid for minor burns includes the following steps:
   - Hold the injured part under cold running water for five minutes. It needs no further treatment. It should simply be left exposed to air
   - Don't apply any oil or ointment
   - Don't prick or remove blisters
2. First aid for nose bleed includes:
   - Make the victim sit down with his or her head over a sink or bowl
   - Pinch the sides of the nose together, apply a cold pad to bridge of the nose and wait
   - Instruct the victim to breathe through the mouth and not to sniff
   - If bleeding doesn't stop within 20 minutes, take the person to the hospital immediately

7. Deal with Emergency Situations

Unit 7.1 - Dealing with Emergency Situations
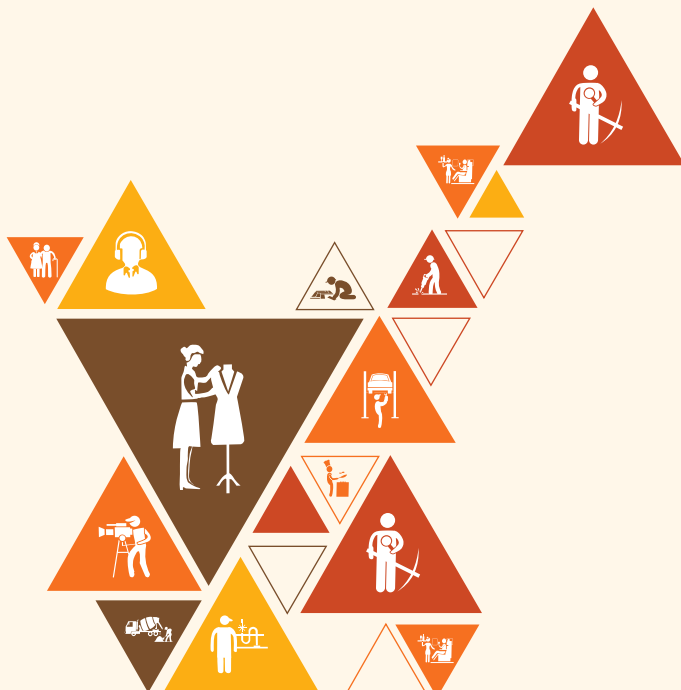
Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Demonstrate how to deal with emergencies promptly and take required actions
2. Demonstrate emergency procedures correctly
3. Analyse emergency situation report accurately in accordance with centre policy

Unit 7.1: Dealing with Emergency Situations

Unit Objectives

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

1. Demonstrate the process of dealing with emergencies
2. Demonstrate correct emergency procedures
3. Analyse emergency report as per centre policy

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This session of the programme will help the trainees understand how to deal with emergencies.

Ask

In this session, ask the participants the following questions:

- How to evacuate during a fire outbreak?

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

Elaborate

In this session, we will discuss the following points:

- Emergency - An Emergency can be defined as a serious, unexpected, and often dangerous situation requiring immediate action.
- The following is a list of some emergencies, which may be covered as events warrant:
    - Snowstorms
    - Chemical spills
    - Dam failure
    - Droughts
    - Earthquake
    - Extreme heat waves
    - Fire

- o Floods
- o Hurricanes
- o Pandemics
- o Terrorist attacks
- o Thunder storms
- o Tornadoes
- Correct handling emergency procedures:
  - o Evaluating the Emergency - One must remain calm and composed during an emergency because stress during an emergency complicates things and confuses a person. One must critically and rationally think and evaluate the severity of the emergency and determine, what requires to be done on an immediate basis
  - o Handling the Emergency - Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC). Evacuation Plans must be adopted, and escape routes must be taken. First Aid kit must be used, wherever applicable.
- Different kinds of disasters:
  - o Earthquake - An earthquake is a natural disaster where two tectonic plates of the earth's surface overlap.
  - o Flood - Flood is defined as an overflow of a huge volume of water beyond its normal limits, especially over what is usually dry land.
  - o Fire Outbreak - Fire is the result of a reaction primarily involving the oxidation of combustible substances. When oxidation of flammable substances occurs, heat and light are produced; this is called fire.

Say 💬

Let us participate in an interesting activity to understand how to report an emergency at the workplace.

Activity ⚙️

- This is a group activity/ role play
- Create an imaginary situation where the building is on fire, and the participants need to control the fire from spreading fast and evacuate the building.
- Assign specific roles to each participant
- Ask them to use the fire fighting equipment available in the building
- Also, ask them to assemble at a specific post outside the building os evacuation
- Encourage participants to ask questions after the fire drill is over

Activity	Duration	Resources used
Fire Drill	60 mins	Notebook, pen, whiteboard, marker, etc.

Do ☑

- Point out the mistakes made during the fire drill
- Explain the importance of fire drill and evacuation to the participants
- Ensure that all students participate in the fire drill

Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

MCQ

1. d. All of the above
2. d. All of the above

Descriptive

1. An Emergency can be defined as a serious, unexpected, and often dangerous situation requiring immediate action. Responding to an Emergency, while working at the site, involves identifying and practising the correct emergency procedures and maintaining the emergency report as per centre policy.

2. Dangers associated with earthquake are:
   - Fully or partially collapsing buildings
   - Ground surfaces and roads breaking into deep crevices
   - Flying glass and metal fragments from broken materials
   - Overturned heavy vehicles and furniture from buildings
   - Power faults and lack of water supply

3. Safety precautions during flood are:
   - Stay alert, avoid panicking and monitor the surroundings with eyes and ears open
   - Move to the high grounds and help others move before the flood strikes
   - Accumulate disaster supplies like ready-to-eat and packaged food, Drinking water, essential clothing, First Aid Kit, Flashlights, etc.
   - Do not walk or swim through flooded water
   - Stay alert for evacuation calls and help people identify alternate routes of getting there

8. Maintain Professional Image and Etiquettes

Unit 8.1 - Professional Image and Etiquettes

MEP/N9912

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Demonstrate appropriate professional appearance for the workplace
2. Develop personal and professional goals and objectives
3. Illustrate a professional practice plan for achievement of goals
4. Explain the process of continuous learning
5. Identify and deal with inappropriate behaviour at work place

Unit 8.1: Professional Image and Etiquettes

Unit Objectives

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

1. Demonstrate appropriate professional appearance
2. Demonstrate the habit of interacting professionally with stakeholders
3. Identify personal and professional goals and objectives
4. Develop a professional practice plan for achieving goals
5. Identify the development opportunities to support continuous learning

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to maintain etiquettes and a positive professional image at the workplace.

Ask

In this session, ask the participants the following questions:

- How can you maintain a positive image in the workplace?
- What are the various components of effective communication?
- What are the various advantages of a continuous learning process?

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

Elaborate

In this session, we will discuss the following points:

- A professional appearance is essential not only in an interview but also in internal and external meetings, particularly when dealing with clients face to face.
- Assessors would need to display an appropriate professional appearance for the workplace by adhering to proper grooming and dress code.
- Grooming refers to what people do to keep themselves clean and make their face, hair, and skin look nice.

- Personal grooming refers to art that helps individuals to clean and maintain their body parts. It relates to cleaning and maintaining every body part for a pleasing appearance. It includes Fingernails, Facial Hair (men), Hair, Body, Teeth, etc.

- Stakeholders are the individuals or organisations, whom assessors have to interact daily for carrying out their responsibilities. Assessors, as an integrated part of professional interaction, must communicate effectively with their stakeholders.

- Effective Communication - Effective Communication is a two-way information sharing process that involves one party sending a message easily understood by the receiving party.

- The various components of effective communication are:
  o Active Listening
  o Clarity and Concision
  o Politeness and Precision
  o Staying open to feedback
  o Confidence
  o Empathy
  o Respect
  o The right tone, voice, and pitch

- Professional goals are related to what you want to accomplish with your education and your career. In contrast, personal goals are generally more connected with your health, happiness, relationships, and well-being.

- Personal Development Goals - A personal goal can be described as an objective that people set for themselves and push themselves to achieve. One of the soundest and apt decisions you can make for yourself is to strive towards continuous self-development. Some of the things that we all want for ourselves include: enhancing the quality of our lives, achieving more, becoming better people, and being a better version of ourselves. That is why we set personal development goals in our lives

- Professional Goals - Professional goals, or career goals, are targets that guide your career.

- SWOT Analysis is a valuable technique that helps you analyse your strengths and weaknesses. A personal SWOT analysis can do the same for an individual in pursuit of their career goals. It provides insights based on your personality strengths and weaknesses, what challenges you see ahead of you, and what opportunities are present around you now and in the future.
  o Strengths are the traits or skills that set you apart from others.
  o Weaknesses are the areas in which you need to improve and the things that will set you back in your career
  o Opportunities are the factors you can take advantage of to pursue a promotion, find a new job or determine a career direction.
  o Threats are the factors that could hurt your chances to attain your goals

- Continuous learning, also known as constant learning, is the concept of constantly expanding your knowledge to gain new skills and expertise. For businesses, continuous learning encourages employees to steadily learn by providing them with the tools that facilitate this learning.

Say 💬

Let us participate in an interesting activity which will help us understand our strength and weakness. This will also help us develop our professional goals or objectives.

Activity ⚙

- This will be an individual activity
- Ask the trainees to perform a personal SWOT analysis identifying their strengths, weaknesses, opportunities and threats
- Based on the evaluation, ask them to develop their professional goals and objectives

Activity	Duration	Resources used
Perform SWOT analysis & develop professional goal or plan	75 mins	Notebook, pen, whiteboard, marker, etc.

Do ✓

- Help the student to access themselves
- Explain the steps to write professional goals
- Help them identify the various opportunities and threats in their professional arena

Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

MCQ

1. d. All of the above
2. d. All of the above

Descriptive

1. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and so a SWOT Analysis is a technique for assessing these four aspects of your business.

2. Continuous learning, also known as constant learning, is the concept of always expanding your knowledge to gain new skills and expertise. For businesses, continuous learning is about encouraging employees to steadily learn by providing them with the tools that facilitate this learning.

3. A personal goal can be described as an objective that people set for themselves and push themselves to achieve. At times, the goal could be small (a deadline for a project) and at other times it may be much larger (earning a promotion).

9. Working in a Disciplined and Ethical Manner

Unit 9.1 - Working in a Disciplined and Ethical Manner
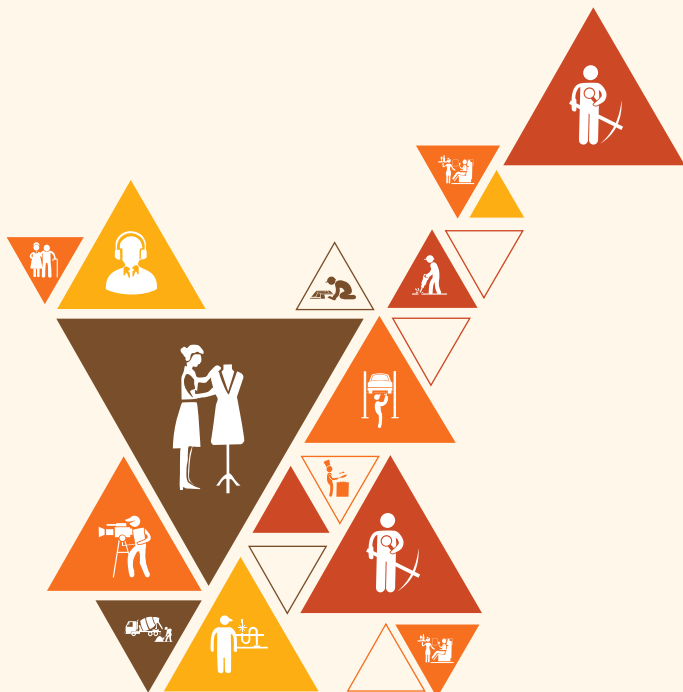
Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Identify potential ethical issues in the workplace and discuss the issue with the relevant authority.
2. Demonstrate ethical code of practice
3. Practise working in a disciplined and ethical manner
4. Identify and deal with inappropriate behaviour towards self or others in a professional manner.

Unit 9.1: Working in a Disciplined and Ethical Manner

Unit Objectives

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

1. Identify potential ethical issues in the workplace
2. Illustrate the ethical code of practice
3. Demonstrate the process of dealing with unethical conduct and inappropriate behaviour

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to work in a disciplined and ethical manner within the workplace.

Ask

In this session, ask the participants the following questions:

- Mention a few potential ethical issues.
- What could lead to biases in an assessment?
- What are the various ways to deal with inappropriate behaviour at the workplace?

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

Elaborate

In this session, we will discuss the following points:

- Ethics, in simple words, is the judgment that helps one in distinguishing right from wrong. An assessor may foresee or detect potential ethical issues in the assessment area.
- Examples of ethical issues:
  - Unfair means like cheating or other malpractices committed in exams by the learner
  - Manipulating or forging the score obtained by learners from the assessor's end
  - Sexual harassment either by the staff or by learners
  - Misuse of funds provided for assessment purpose
  - Misuse of the centre property by learners and staff members
- Ethical Code of Practice

- o Discipline in the workplace
- o Promotes Appropriate Behaviour
- o Efficiency
- o Ensures Safety
- o Fairness
- o Asset Protection
- o Productivity and Teamwork
- Assessment bias is present whenever one or more items on a test offend or unfairly penalise students because of those students' characteristics such as race, gender, socioeconomic status, or religion
- Example of biased assessment –
  - o Suppose a high stakes math test that must be passed contained many word problems based on competitive sports examples that many more boys than girls were familiar with. The girls may have lower performance than the boys because they are less familiar with the sports contexts of the word problems, not because they are less skilled in math.
- Some examples of unethical conduct in the workplace include:
  - o Speaking ill about colleagues behind their back, usually badmouthing them
  - o Taking office supplies home like paper, notebooks, pens, sharpies
  - o Taking time off by lying about being sick
  - o Abusive behaviour that often involves race, gender or ethnic origin prejudices
  - o Work hours/Time-sheet manipulation
  - o Surfing the internet for personal reasons when you should be working
- Step of Dealing with Unethical Behaviour in the Workplace:
  - o Scrutinise the alleged unethical behaviour
  - o Accumulate Proof
  - o File a Claim with Human Resources
  - o Fill out the Reports
  - o Keep it confidential

Say

Let us participate in an interesting activity to understand how to deal with inappropriate behaviour at the workplace.

Activity

- This will be an individual activity
- Provide the trainees with a hypothetical situation as below:
- You have been facing discriminatory attitude at the workplace in the form of excessive long working hours and unequal pay.
- Draft a report highlighting the issues to the HR

Activity	Duration	Resources used
Draft sample report	45 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session
- Discuss the Do's and Don'ts at workplace with the trainees

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

True/False

1. a. True
2. a. True
3. b. False

Descriptive

1. Step of dealing with unethical behaviour in the workplace:
   - Scrutinise the alleged unethical behaviour
   - Accumulate Proof
   - File a Claim with Human Resources
   - Fill out the Reports
   - Maintain confidentiality

2. Assessors must stay aware of and alert others on the grave consequences of biased assessments. A biased assessment may result in:
   - Wrong and invalid decisions regarding learners' competencies and skills
   - Invalid evaluation of learners' evidence
   - Penalty, of varying severity, for the Assessor accused of demonstrating such bias (for example, official suspension from NSDC)

10. Organizational Structure

Unit 10.1 - Organizational Structure and HR policies
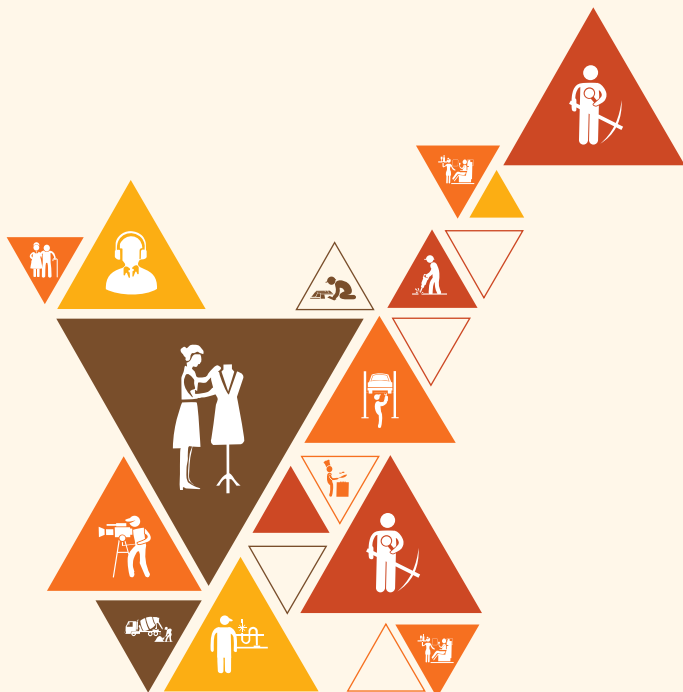
Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Analyze assessment body's policies and procedures
2. Demonstrate proper disposal procedure sand waste management
3. Demonstrate etiquettes at the workplace
4. Practise working in a disciplined and ethical manner
5. Identify the organisational structure

Unit 10.1: Organizational Structure and HR policies

Unit Objectives 🎯

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

1. Analyse the assessment body's policies and procedures
2. Demonstrate proper disposal procedures and waste management
3. Explain the importance of organisational record-management systems, reporting requirements, and HR policies

Resources to be Used ⚙️

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc..

Note 📝

This session of the programme will help the trainees understand how to work in a disciplined and ethical manner within the workplace.

Ask 💬

In this session, ask the participants the following questions:

• Mention a few of the disposal procedures.
• What are the different categories of waste?
• What are the benefits of a good record management system?

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

Elaborate ⚙️

In this session, we will discuss the following points:

• Assessors must be aware of and update themselves on the policies, norms, and procedures laid down by the training institute, assessment centre, Assessment agency, and the PIA (Project Implementation Agency), as applicable.
• Assessors must inspect the assessment area and inform the Housekeeping staff about dirt accumulation, untidy places, pests, and spillages.
• Assessors must learn and abide by the record management systems laid down and followed by the institute/centre. Confidentiality and the use of appropriate Versioning are the preliminary requirements in an effective record management system.

- Assessors, like employees, must be aware of all Human Resource policies and norms as applicable for the institute and their job role.
- A few common HR policies include:
  - Abiding by the assessment schedule diligently and staying punctual
  - Following the Leave Management policy of the organization
  - Staying aware of and abiding by the POSH (Prevention of Sexual Harassment) policies
  - Following the prescribed dress code of the institute
  - Abiding by the Confidentiality disclosure policies laid down by the organization

Say

Let us participate in an interesting activity to understand how to manage organizational reporting systems.

Activity

- This will be a practice activity session
- Provide the trainees with unassorted data
- Ask them to sort the data into groups, eliminate redundant data entry
- Ask them to generate graphs, pie charts based on the data

Activity	Duration	Resources used
Data analysis	60 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session
- Help the students understand a similar pattern in the data and group them

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

1. d. All of the above
2. c. Deep burial or Incineration
3. d. All of the above
4. d. All of the above
5. The Sexual Harassment Policy has been formed to prohibit, prevent or deter the commission of acts of sexual harassment at workplace and to provide the procedure for the redressal of complaints pertaining to sexual harassment and to comply the provisions of The Sexual Harassment of Women at Workplace

11. Employability & Entrepreneurship Skills
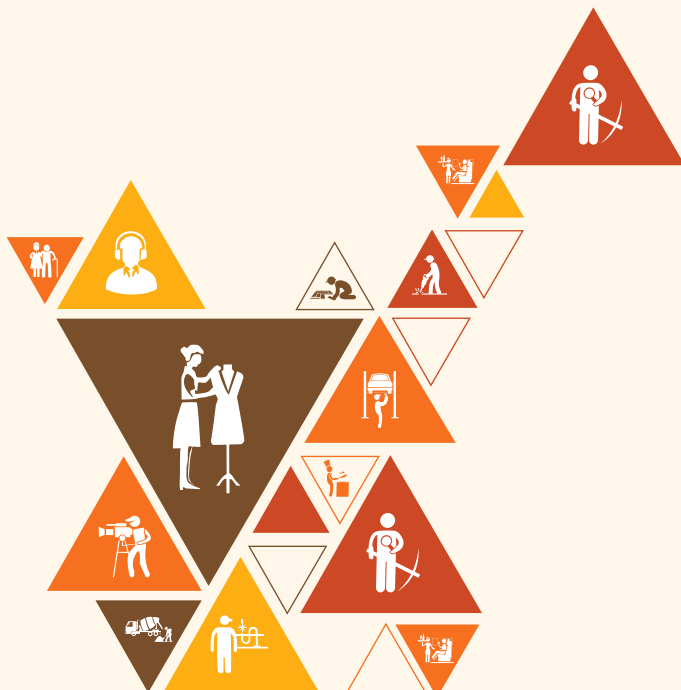
Key Learning Outcomes

By the end of this module, the 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 Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall the functions of basic computer keys
36. Discuss the main applications of MS Office
37. Discuss the benefits of Microsoft Outlook
38. Identify different types of e-commerce

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

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

Unit 11.1: Personal Strengths & Value Systems Unit

Unit Objectives

By the end of this unit, the 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

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

Resources to be Used

Participant Handbook

Ask

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

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

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon 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.

Summary

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon 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

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

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.

Summary

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?

Summary

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.

Summary

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

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

Resources to be Used

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

Ask

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

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?

Summary

- 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.

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

Resources to be Used

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

Activity

- This is a paper pencil activity.
  - What are the three sentences that describe you the best?
  - What do you need to live happily?
  - What are your strengths and weaknesses?

Do

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

Say

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

Team Activity

Tower building

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

Do

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

Ask

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

Say

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

Ask

Is your attitude positive or negative?

Say

Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask

What did you learn from this story?

Activity

What Motivates You?

- This is an individual activity.
- It is an exercise given in the participant handbook.

Do

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

Say

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

Summary

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

11.1.4: Honesty & Work Ethics

Resources to be Used

Participant Handbook

Ask

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

Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the participant handbook.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
  - What went wrong?
  - Who was at fault?
  - Whom did it impact- the customer or the businessman?
  - How would it impact the business immediately? What would be the long term impact?
  - What could be done?
  - What did you learn from the exercise?

Do

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

Ask

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?

Scenario2

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

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

Scenario 3

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

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after tomorrow, 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

- 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.

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.

Summary

- 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.

11.1.5: Creativity and Innovation

Resources to be Used

Participant Handbook, Chart papers, Marker pens

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

Soring's idea is to have a centralised purification system at the point of distribution like water tank while

Subash's idea is to have such purifiers attached to public taps.

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask

- 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

Activity De-brief

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

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

Do

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

Summary

- 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.

Notes for Facilitation

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

11.1.6: Time Management

Resources to be Used

Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:
Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:
Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing?

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

<div>

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.

</div>

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT
- o   Meetings
- o   Last minute demands
- o   Project deadlines
- o   Crisis

NOT URGENT/ IMPORTANT
- o   Planning
- o   Working towards goals
- o   Building relationship
- o   Personal commitments

1	2
3	4

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

URGENT/ NOT IMPORTANT

- o   Internet surfing
- o   Social media
- o   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 peoplepolitely, 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.

Summary

- 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.

  o 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?"

  o 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.

  o 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 thisquestion: What are the 'big rocks' in my life? Then, put those in your jar first

11.1.7: Anger Management

Resources to be Used

Participant Handbook

Ask

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

Say

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

Do

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

Activity

- 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

- 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.

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?

Summary

- 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.

11.1.8: Stress Management: What is stress?

Resources to be Used

Participant Handbook

Ask

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

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 should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

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."

He 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.

Summary 📑

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

Notes for Facilitation 📝

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

Unit 11.2: Digital Literacy: A Recap

Unit Objectives ⊚

By the end of this unit, the 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

11.2.1: Computer and Internet Basics: Basic Parts of a Computer

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

Summary

- 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

- 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 should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

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.

11.2.2: MS Office and Email: About MS Office

Resources to be Used

Participant Handbook, Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

Summary

- 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.

11.2.3: E-Commerce

Resources to be Used

Computer System with internet connection, Participant Handbook

Ask

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

Say

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

Explain

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

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 ecommerce platform to sell their product or service.

Ask

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

Say

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

Do

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

Ask

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

Say

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
  - o 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.
  - o With digital payment modes, you can pay from anywhere anytime.
  - o Digital payments have less risk.

Summary

- 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 11.3: Money Matters

Unit Objectives ⊚

By the end of this unit, the 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

11.3.1: Personal Finance – Why to Save?

Resources to be Used

Participant Handbook

Say

- 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?

Explain

- 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.

Summary

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.

11.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be Used

Account opening sample forms, Participant Handbook

Ask

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

Explain

- Let's look at these two examples:

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

Activity De-brief

Each group to present the key points of their account.
- 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.

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 participant 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.

Summary

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.

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	

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: YIN Owning Farm : Y/N No. of Animals : Any other:
Existing Bank Alc. 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				136
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**

11.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

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

Do

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

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.
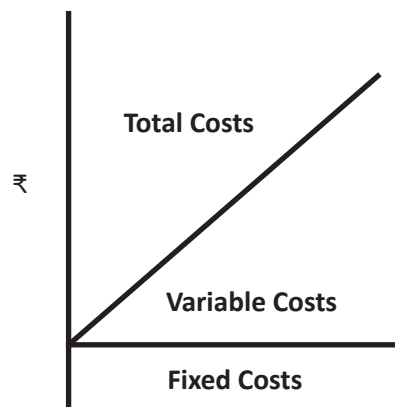
Fig. 11.3.3.1: Relation between fixed and variable costs

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

Team Activity

Fixed vs. Variable Costs

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.

Summary

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

11.3.4: Investments, Insurance and Taxes

Resources to be Used

Participant Handbook

Ask

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

Explain

- 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.

Summary 📋

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

Notes for Facilitation 📝

Questions for the quiz

1. **What are bonds?**

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

2. **Who issues the bonds?**

   Private and public companies issue the bonds.

3. **Why are bonds issued?**

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

4. **Who is the buyer of stocks and equities?**

   The general public is the buyer.

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

   Small Saving Scheme

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

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

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

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

8. **Name the two types of insurances?**

   Life Insurance and Non-life or general insurance

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

   Term Insurance

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

    It offers the dual benefit of investment and insurance.

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

    Money Back Life Insurance

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

    It offers the dual benefit of investment and insurance

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

    Marine Insurance

14. **After what duration is the income tax levied?**

    One financial year

15. **What is long term capital gain tax?**

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

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

    Securities Transaction Tax

17. **What is the source of corporate tax?**

    The revenue earned by a company.

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

    VAT or Value Added Tax

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

    Sales Tax

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

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

11.3.5: Online Banking, NEFT, RTGS, etc.

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.
- 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 andeffort 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.

Summary

- 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 11.4: Preparing for Employment & Self Employment

Unit Objectives ⌖

By the end of this unit, the 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

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

Resources to be Used

Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

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:
    - o Any work experience that you might have
    - o A brief summary of your educational qualifications
    - o Your strengths and achievements
    - o Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
    - o Detailed description of your family (unless you are specifically asked to do so)
    - o Too much information about your weaknesses
    - o 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

- Planning the right attire

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.

Summary

- 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:
  - o Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - o 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.
  - o 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.
  - o The participants will get only one chance to create a good first impression.

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

Resources to be Used

Participant Handbook, Blank papers, Pens

Ask

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

Say

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

Do

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

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 nxxxxxxxxxla@gmail. com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel/Hotels/Restaurants/Airlines/Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people.

Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summary

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

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

Nipesh Singla
#1XX7, Sector XX-D
Chandigarh-160018
Mobile No: 91-988XXXXX01
E-mail: nxxxxxxxxxla@gmail.com

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

Professional strengths:
- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

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

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

Volunteer Work:
- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

11.4.3: Interview FAQs

Resources to be Used

Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
    - o What is your name?
    - o Tell me something about yourself?
    - o Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
    - o How do you explain this huge time gap in your resume?
    - o What is the reason for this?
    - o 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.

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 2

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

Say 💬

De-brief:

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o 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:
  - o Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say 💬

De-brief:

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 4

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

Say 💬

De-brief:

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o 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:
  - o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say 💬

De-brief:

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 6

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

Say 💬

De-brief:

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

Role Play 🎭

Conduct a role play for the situation given.

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - o 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:
    - o   When will I be informed about the results of the interview?
    - o   What are the working hours?
    - o   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 1

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?

Summary

- 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.

11.4.4: Work Readiness – Terms and Terminology

Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens.

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

---

Do

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

Say

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

Ask

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

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2

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

Activity De-brief

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

Do

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

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

The activity continues with the same group members.

Part 3

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

Activity De-brief

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

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.

Summary

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 11.5: Understanding Entrepreneurship

Unit Objectives ◎

By the end of this unit, the 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
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business
- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

11.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ 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. CEO OLA Who is of Cabs?
   Bhavish Aggarwal

6. Who is the founder of Jugnoo?
   Samar Singla (autorickshaw aggregator)

7. OYO Who is the founder of 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.

Summary

- 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.

11.5.2: Leadership and Teamwork

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage participants to share their thoughts.
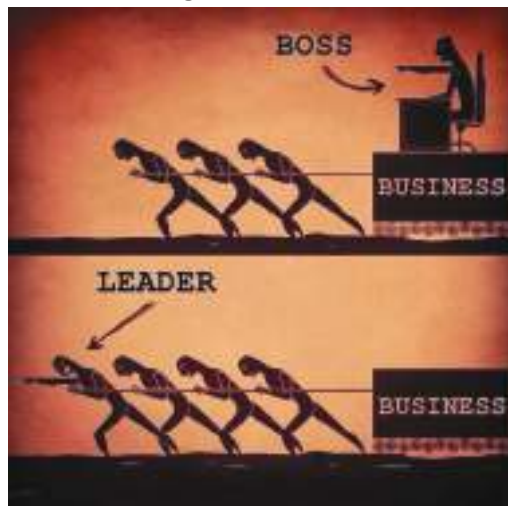
Fig. 11.5.2.1: Difference between Leader and Boss

Say

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

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the participant handbook

Ask

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

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.

Summary

- Close the discussion by summarizing about the importance of teamwork for employees.
  - o Teamwork helps in reducing stress for the employees.
  - o 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.

11.5.3: Communication Skills: Listening & Speaking: The Importance of Listening 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 🗨ask

- How often do you hear these statements?
  - o "You're not listening to me!"
  - o "Why don't you let me finish what I'm saying?"
  - o "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 1

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 1

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

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

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

Do

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

Notes for Facilitation

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

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

Example:

Here's how your pitch could come together:

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

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

Summary

- Close the discussion by summarizing how to speak effectively as discussed in the participant handbook.

11.5.4: Problem Solving & Negotiation Skills

Resources to be Used

Participant Handbook

Say

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

Say

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

Ask

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

Say

- Discuss how to solve problems as given in the participant handbook.

Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
  - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

o You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

Do

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

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.

Summary

- 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 1

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

Do

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

Ask

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

Say

- Discuss "What is Negotiation?" as given in the participant handbook.

Ask

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

Say

- Discuss the importance of negotiation while starting a business as given in the participant handbook.

Say 💬

- Discuss the important steps to negotiate as given in the participant handbook.

Role Play 🎭

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

Do ☑

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups 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.

Summary

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

11.5.5: Business OpportUnity Identification: Entrepreneurs and OpportUnities

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Ask

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

Say

1. 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.
2. 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 1

Do your SWOT analysis

Strength	Weakness
What are your strengths?	What are your weaknesses?
What unique capabilities do you possess?	What do your competitors do better than you?
What do you do better than others?	
What do others perceive as your strengths?	
Opportunity	**Threat**
What trends may positively impact you?	Do you have solid financial support?
What opportunities are available to you?	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?

Summary

- 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.

11.5.6: Entrepreneurship Support Eco-System

Resources to be Used

Participant handbook, chart papers, marker pens, pencils, colour pencils, scale, eraser, other requisite stationery material

Ask

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

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

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

Team Activity

Making a poster showing the entrepreneurship support eco-system.

Do

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

- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.
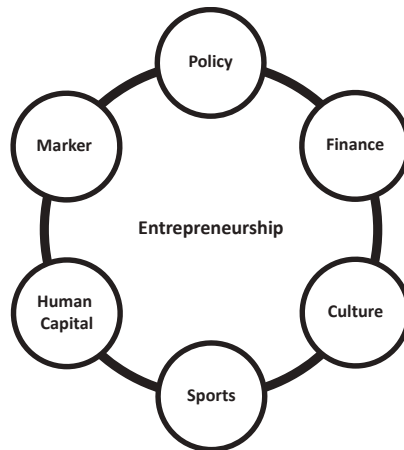
Fig. 11.5.6.1: key domains of entrepreneurship

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.

Summary

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

11.5.7: Risk Appetite & Resilience

Resources to be Used

Participant handbook, chart papers, blank sheets of paper, pens, marker pens

Ask

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

Example

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

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

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

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

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

Say

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

Say

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

Team Activity

Risk Appetite

- 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

Risk Appetite

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

Do

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

Ask

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

Example

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

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

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

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

Say

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

Say

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

Team Activity

Entrepreneurship and Resilience

- 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

Entrepreneurship and Resilience

- 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.

Summary

- 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.

11.5.8: Success and Failures

Resources to be Used

Participant Handbook

Ask

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

Example

- Let's have a look at this example.

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

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

Say

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

Ask

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

Say 💬

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

Team Activity 👥

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

Notes for Facilitation 📝

Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.

9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summary

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

Unit 11.6: Preparing to be an Entrepreneur

Unit Objectives ◎

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

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

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

Resources to be Used

Participant handbook, chart papers, markers pens, blank sheets of paper

Ask

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

Example

- Let's have a look at this example.

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

Say

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

Team Activity

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

Activity De-brief

Market Study
- 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 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
- 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
4 Ps of Marketing
- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do ☑

Instruct the participants that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
    1. Rural villagers
    2. Rural middle class
    3. Urban middle class
    4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

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

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.

Summary 📑

- 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.

11.6.2: Business Entity Concepts

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 1

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.

Summary

- 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

11.6.3: CRM & Networking

Resources to be Used

Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

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

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

- 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.

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.

Summary

- 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.

11.6.4: Business Plan: Why Set Goals?

Resources to be Used

Participant handbook, chart papers, blank papers, marker pens, ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say

Talk about short term, long term and medium term goals, as discussed in the participant handbook.

Ask

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

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.

Notes for Facilitation

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?

11.6.5: Procedures and Formalities for Bank Finance

Resources to be Used

Participant Handbook, Bank loan/finance form sample

Ask

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

Say

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

Do

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

Summary

- 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

11.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Resources to be Used

Participant Handbook

Ask

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

Say

- Let's have a look at this example:

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

Say

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

Say

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

Team Activity

Enterprise Management
• Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief Enterprise Management
• Have each group present their matrix. • Encourage participants of the other groups to ask question about each other's presentation.

Say

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

Summary

- 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.

11.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be Used

Participant handbook, blank sheets of paper, pens

Ask

Why do you want to become an entrepreneur?

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.

Summary

- 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.
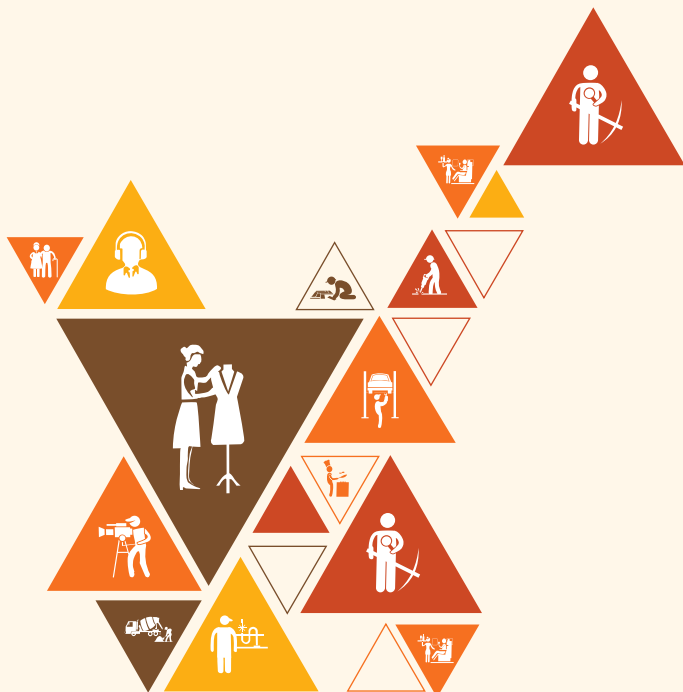
12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Assessor		
Qualification Pack Name & Ref. ID	MEP/Q2701, v1.0		
Version No.	1.0	**Version Update Date**	08/03/2018
Pre-requisites to Training (if any)	Certified on the technical/vocational standards that they will be assessing on, by competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)		
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Evaluate the job role of an Assessor: know what task needs to be performed 2. Demonstrate for competency based assessment: Be able to identify and set assessment standards 3. Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance: Know how to conduct a successful assessment 4. Evaluate and analyse assessment results and evidences: Be able to verify the assessment 5. Demonstrate post-assessment activities: Understand the job after assessment is done 6. Execute health and safety practices applicable in a training and assessment environment: Know the basics of health and safety 7. Analyse and execute steps for emergency situations: Be able to handle emergencies 8. Maintain a professional image and behaviour at all times: Know how to maintain professionalism 9. Execute in a disciplined and ethically manner: Understand the work ethics 10. Formulate and analyse the Organisational Structure: Learn about the details of your respective organization		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	**Introduction**	**Introduction**	• Illustrate the course and conduct ice breaking session	Bridge Module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (1:00) Practical (6:00)
		Job roles of Assessor	• Identify the job roles of an Assessor.		Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	6 Theory (2:00) Practical (4:00)
		Prerequisite to become an Assessor	• Explain the prerequisites to become an Assessor		Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (2:00) Practical (5:00)
2	**Plan and organize for competency based assessment**	**Assessment Standards**	• Identify the standards/criteria for assessment.	MEP/N2701 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Assessment strategy	• Explain the assessment strategy	MEP/N2701 PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (3:00) Practical (4:00)
		Particulars of the assessment job	• Describe the particulars of the assessment job like: List of candidates who have to be assessed, location/ venue, date/time of assessment, contact person and contact details, standards on which assessment has to be conducted	MEP/N2701 PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (3:00) Practical (4:00)
		Assessment tools and methods	• Identify the assessment tools and methods to be employed, etc.	MEP/N2701 PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	7 Theory (3:00) Practical (4:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Evidence collection	• Identify the details of an assessment job like types and sufficiency of evidence required, tools and equipment required for prac-tical and theoretical assessments	MEP/N2701 PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board mak-ers, duster, notebook pen, pencil.	8 Theory (4:00) Practical (4:00)
		Assess-ment details	• Identify the location and resources required for the assessment; time and duration of the assessment; equipment and material to be carried, etc.	MEP/N2701 PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board mak-ers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Analys-ing and recording assess-ment	• Analyze and record the assessment process	MEP/N2701 PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board mak-ers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Checking contact venue, materials, physical resources and other details of the assess-ment.	• Evaluate the process of checking contact venue, materials, physical resources and other details of the assessment.	MEP/N2701 PC6	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board mak-ers, duster, notebook pen, pencil.	8 Theory (3:0 0) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
3	Conduct assessment of vocational skills, knowledge and understanding as per set standards of performance	Reaching the venue of assessment on time	• Demonstrate timeliness to reach venue for the assessment at appropriate date, time with relevant materials	MEP/N2701 PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Communicating and managing the processes of assessment	• Explain how to communicate and manage the processes of assessment of vocational skill.	MEP/N2702 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Use of technology for conducting assessment	• Analyze the use of technology while conducting assessment	MEP/N2702 PC12	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Various methods to avoid shortcomings	• Demonstrate the process to authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	MEP/N2702 PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Modify assessment plan	• Modify assessment plan if required post discussion with co-ordination team	MEP/N2701 PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
4	Document and verify assessment results and evidences	Interpret assessment standard	• Interpret assessment standard and measure evidence against the standard.	MEP/N2702 PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Gathering required documents	• Gather required documents from learners.	MEP/N2702 PC4	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Document-ing the result	• Document the results on paper templates as well as online forms	MEP/N2702 PC14	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Com-pleting candidate records accurately	• Demonstrate how to complete candidate records accurately and submit or process in the required time frame	MEP/N2702 PC15	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Securing evidences	• Secure, label and pack the evi-dences accurately as per standard procedures.	MEP/N2702 PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, whiteboard and white-board mak-ers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
5	**Comprehending post-assessment activities**	**Monitor the clean-li-ness of the as-sess-ment area.**	• Explain how to monitor the clean-liness and tidiness of the assess-ment area.	MEP/N2702 PC17	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Waste disposal	• Describe waste and dangerous materials disposal procedures and practices	MEP/N2702 KU4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Work area inspection proce-dures	• Demonstrate work area inspection procedures and practices	MEP/N2702 KU3	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		House-keeping re-quire-ments and mainte-nance	• Explain the housekeeping re-quirements, maintenance re-quirements or training equipment repair requirements	MEP/N2702 PC18	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Securing equipment and tools	• Describe how to secure the equip-ment and tools used during as-sessment.	MEP/N2702 PC19	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
6	**Health and safety practices applicable in a training and assessment environment**	**Apply health and safe-ty practices**	• Evaluate the basic Health and Safety Manual, report and identify breaches in health and Safety	MEP/N9911 PC5, PC6, PC7, PC8, PC9, PC10	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Personal hygiene	• Ensure all learners or candidates follow personal hygiene and grooming standards as required	MEP/N9911 PC13	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Documen-tation of safety records	• Demonstrate proper documenta-tion of Safety Records.	MEP/N9911 PC4	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		First aid techniques	• Demonstrate minor first aid tech-niques	MEP/N9911 PC15	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Use of Personal Pro-tective Equipment (PPE)	• Demonstrate the use of appropri-ate personal protective equipment (PPE) where required	MEP/N9911 PC3	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
7	**Deal with emergency situations**	**How to deal with emergen-cies**	• Explain how to deal with emergency situations promptly and take required actions	MEP/N9911 PC16	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Emergency proce-dures	• Demonstrate emergency proce-dures correctly	MEP/N9911 PC17	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Reporting emergen-cies	• Analyze emergency situation re-port accurately in accordance with centre policy	MEP/N9911 PC19	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Safety procedures and techniques	• Demonstrate relevant enterprise/site safety procedures and techniques	MEP/N9911 KU10. KU11, KU13	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Provide health and safety instructions	• Demonstrate how to provide Health and Safety instructions to others	MEP/N9911 KU13	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
8	**Maintain professional image and etiquettes**	**Professional appearance for the workplace**	• Demonstrate professional appearance for the workplace.	MEP/N9912 PC1	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, whiteboard and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Interact with su-pervi-sors and col-leagues	• Explain how to interact with team members, clients, vendors, visitors and other stakeholders in a Profes-sional manner	MEP/N9912 PC2	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Achieving goals and objectives	• Develop personal and professional goals and objectives • Document a professional practice plan for achievement of goals	MEP/N9912 PC3, PC4, PC5, PC7, PC8	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Identify devel-opment opportuni-ties	• Analyze and implement develop-ment opportunities to support continuous learning	MEP/N9912 PC9	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Work collabora-tively with colleagues and cus-tomers	• Identify and deal with inappropri-ate behaviour towards self or oth-ers in a professional manner.	MEP/N9912 PC30	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
9	**Work in a disciplined and ethical manner**	**Ethical issues at work-place**	• Demonstrate ethical issues in the workplace and discuss the issue with the relevant authority.	MEP/N9912 PC18	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Unbiased service de-livery	• Demonstrate how to ensure ser-vices are delivered equally to all clients regardless of personal and cultural beliefs	MEP/N9912 PC17	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Ethical code of practice	• Demonstrate ethical code of prac-tice	MEP/N9912 PC20	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Conflict resolution and ne-gotiation skills	• Demonstrate the use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	MEP/N9912 PC29	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Dealing with inap-pro-priate behaviour	• Deal with inappropriate behaviour towards self or others in a profes-sional manner	MEP/N9912 PC30	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
10	Organisational Structure	Assess-ment body's policies	• Analyze assessment body's policies and procedures (candidate selec-tion, rationale and purpose of competency-based assessment, costs/resourcing)	MEP/N2701 KU1	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Inspection of work area	• Evaluate how to inspect work area	MEP/N2701 KU3	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Disposal proce-dures and waste man-age-ment	• Demonstrate proper disposal pro-cedures and waste management.	MEP/N2701 KU4	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Organiza-tional re-cord-man-agement systems	• Underline the importance of or-ganizational record-management systems and reporting require-ments, HR policies and escalation matrix.	MEP/N9912 KU2	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
		Organi-sational guide-lines and legal re-quire-ments	• Execute organisational guidelines and legal requirements on disclo-sure and confidentiality	MEP/N9912 PC21	Classroom lecture/ PowerPoint Presenta-tion/ Question and An-swer	Data projector, laptop, computer, speaker, projection screen, white-board and whiteboard makers, duster, notebook pen, pencil.	8 Theory (3:00) Practical (5:00)
Total							**Total Duration 400:00 Theory Duration 150:00 Practical Duration 250:00**

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Assessor	
Job Role	Assessor
Qualification Pack	MEP/Q2701, V1.0
Sector Skill Council	Management & Entrepreneurship and Professional Skills Council

S. 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.

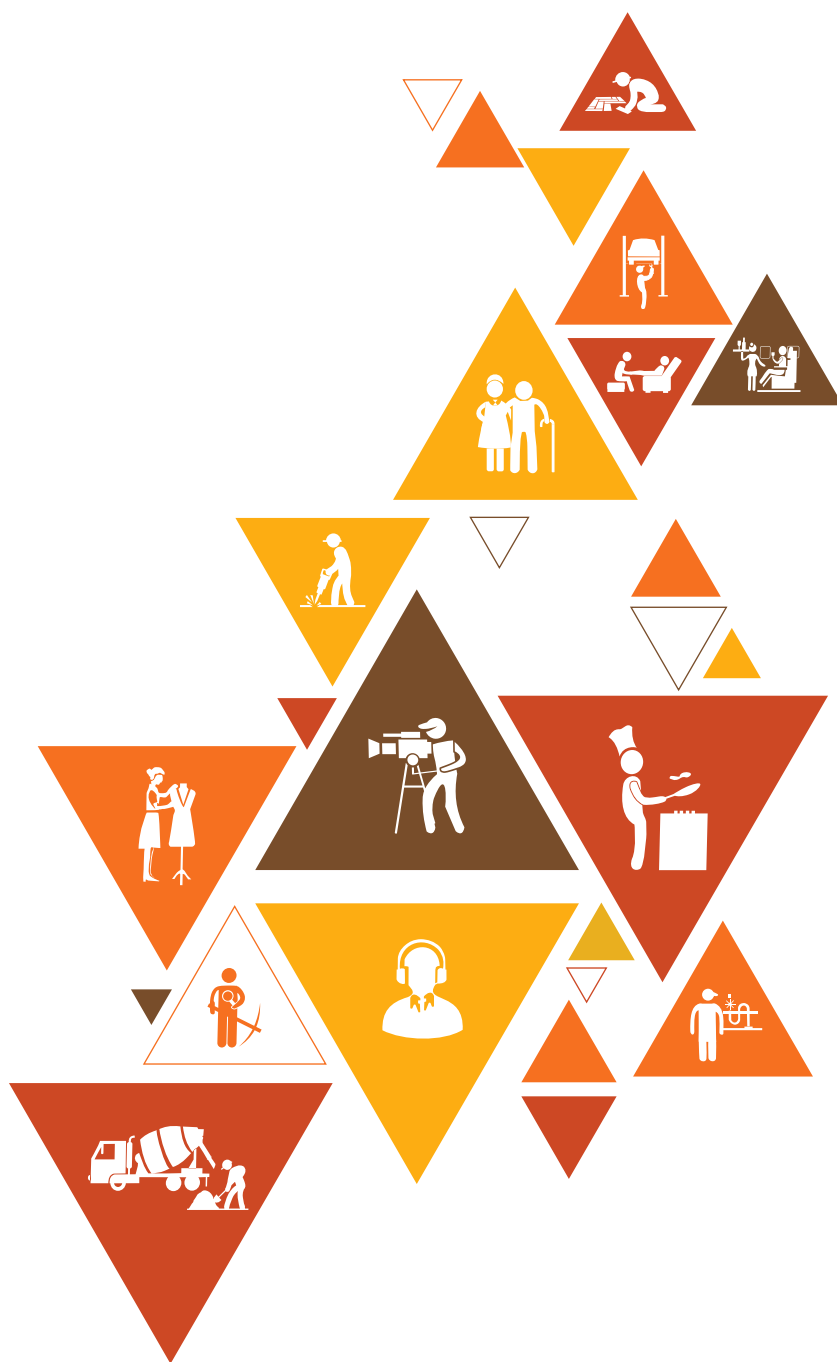| Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Theory	Skills Practical
MEP/N2701 Plan and organize for competency-based assessment	PC1. identify the standards/criteria to be used for assessment	100	10	4	6
	PC2. read and interpret the assessment strategy		10	4	6
	PC3. receive and review details of the assessment job		10	4	6
	PC4. identify the details of assessment job		10	4	6
	PC5. plan how to manage the assessment process and how to record assessment processes and decisions		10	4	6
	PC6. check contact venue, materials, physical resources and other details of the assessment are in place and re-port any discrepancy to relevant personnel		10	4	6
	PC7. amend assessment plan if required in discussion with instructional design and co-ordination team		10	4	6
	PC8. review assessment tools and instruments to check what is the evidence requirements and assessment criteria		10	4	6
	PC9. ensure tools and equipment required for observing and recording evidence is in order		10	4	6

	PC10. reach venue for the assessment at appropriate date, time with relevant materials, questionnaires tools, recorders etc.		10	4	6
		Total	100	40	60
MEP/N2702 Assess vocational skills, knowledge and understanding	PC1. communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners		5	2	3
	PC2. instruct the candidates at the start of the assessment regarding duration of the assessment, rules to be followed, entire process and penalties for breaking of the rules		5	2	3
	PC3. mark attendance as per the standard practice		6	3	3
	PC4. gather required documents from learners		5	2	3
	PC5. manage assessments of vocational skills, knowledge and understanding to meet assessment requirements		6	2	4
	PC6. follow procedures for the confidentiality of assessment information		5	2	3
	PC7. interpret assessment standards/criteria correctly		5	2	3
	PC8. match and measure evidence against assessment standards/criteria		5	2	3
	PC9. examine collected evidence and make assessment decision in line with agreed assessment plan, the assessment criteria and rubrics provided by the assessment body		7	3	4
	PC10. ensure that judgement is consistent and based on the available evidence and rules of evidence	100	5	2	3
	PC11. follow standardisation procedures to ensure that the assessment decisions are not skewed or unfair		5	2	3
	PC12. use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.		5	2	3
	PC13. check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences		5	2	3
	PC14. document the results on paper templates as well as online forms and templates as prescribed accurately		5	2	3
	PC15. complete candidate records accurately and submit or process in the required time frame		5	2	3
	PC16. secure, label and pack the evidences accurately as per standard procedures adopted by an assessment body		5	2	3
	PC17. monitor the cleanliness and tidiness of the assessment area		5	2	3
	PC18. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel		6	2	4
	PC19. secure the equipment and tools used during assessment while ensuring that they are in good condition		5	2	3
		Total	100	40	60

MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	PC1.promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements			6	3	3
	PC2.identify, control and report health and safety issues relating to immediate work environment according to procedures			6	2	4
	PC3.work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required			5	1	4
	PC4.document safety records according to organisational policies			5	2	3
	PC5.recognise health and safety related hazards in the training and assessment area			5	1	4
	PC6.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies			6	2	4
	PC7.document and report all hazards, accidents and near-miss incidents as per set process			6	2	4
	PC8.provide guidance and support to learners on the safe use and care of equipment and resources			5	2	3
	PC9.conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	**100**		5	1	4
	PC10.take appropriate steps, if required, to maintain personal safety of self and others			5	2	3
	PC11.maintain the training and assessment area in a clean and tidy condition			5	1	4
	PC12.respond appropriately to learners who require assistance with personal care or hygiene			5	1	4
	PC13.ensure all learners or candidates follow personal hygiene and grooming standards as required			5	1	4
	PC14.provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses			6	2	4
	PC15.assist learners in need of minor first aid in accordance with school or centre procedures			5	1	4
	PC16.recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility			5	2	3
	PC17.follow emergency procedures correctly in accordance with school/centre procedures			5	1	4
	PC18.seek assistance promptly from colleagues and/or other authorities where appropriate			5	1	4
	PC19.report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms			5	2	3
		Total	**100**	**30**	**70**

MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace		3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5.evaluate own capacity to meet goals and objectives		3	1	2
	PC6.determine personal development needs to perform role as per desired standards		3	1	2
	PC7.develop a professional development plan to enhance professional capabilities		4	1	3
	PC8.document a professional practice plan designed to support the achievement of goals		3	1	2
	PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice		3	1	2
	PC10.research developments and trends impacting on professional practice and integrate information into work performance		3	1	2
	PC11.invite peers and others to observe, and provide feedback, on own performance and practices		3	1	2
	PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance	100	3	1	2
	PC13.perform tasks to the required workplace standard		5	2	3
	PC14.complete duties accurately, systematically and within required timeframes		3	1	2
	PC15.follow organisational policies		3	1	2
	PC16.protect the rights of the client and organisation when delivering services		4	1	3
	PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs		3	1	2
	PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person		4	2	2
	PC19.recognise unethical conduct and report to an appropriate person		3	1	2
	PC20.operate within an agreed ethical code of practice		4	2	2
	PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality		3	1	2
	PC22.identify and obtain clarity regarding organisational, team and own goals		3	1	2
	PC23.prioritise tasks at work as per organisational, team and own goals		5	2	3
	PC24.plan to meet team performance targets and standards		4	2	2
	PC25.monitor own and team performance as per agreed Plan		3	1	2
	PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines		3	1	2

	PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes		4	2	2
	PC28.recognise, avoid and/or address any conflict of inter-est		3	1	2
	PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours		3	1	2
	PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy		3	1	2
		Total	**100**	**36**	**64**

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