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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Transforming the skill landscape

MEPSC
Management & Entrepreneurship
and Professional Skills Council

Facilitator Guide



Sector
Management, Entrepreneurship
& Professional Skills

Sub-Sector
Private Security

Occupation
Supervisory (Surveillance)

Reference ID: MEP/Q7104, Version 1.0
NSQF level: 5

CCTV Supervisor

Published by

Management and Entrepreneurship & Professional Skills Council (MEPSC)

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First Edition, March 2021

Printed in India at

Excel Books Pvt Ltd, E-77 Part- I, South Extension, New Delhi-110049

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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

The preparation of this facilitator guide would not have been possible without the Management and Entrepreneurship Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

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

About this Guide

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Trainees to take up the job of an “CCTV Supervisor” in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

1. MEP/N7101: Perform security tasks in accordance with basic security practices
2. MEP/N7102: Conform to regulatory and legal requirements governing security tasks
3. MEP/N7109: Security in commercial deployments
4. MEP/N7110: Perform security tasks in industrial deployments
5. MEP/N7111: Project positive image of self and the organisation
6. MEP/N7126: Monitor a security unit
7. MEP/N7127: Supervise CCTV operations to secure premises
8. MEP/N7128: Maintain operational performance of CCTV system
9. MEP/N7129: Observe health and safety while monitoring security operations

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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Key Learning Outcomes



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

1. Identify the need for security in India
2. Define security services
3. Emphasise the importance of security for society, institutions and corporates

Unit 1.1: Introduction to the Job Role

Unit Objectives

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

1. Identify the importance of security
2. Determine the need for security in various sectors
3. Identify the role of a CCTV supervisor in the private security sectors
4. Identify the skills required for a CCTV supervisor

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This is the first session of the program.

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

Say

Good morning, participants and a very warm welcome to this training program, called 'CCTV Supervisor'.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game you are going to play as an "Ice Breaker".

Note



- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Ask



Ask the trainees the following questions:

- MEPSC leads skill development initiatives in which key segments?

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

Say



Before we start the training, let us spend some time introducing and knowing each other. We shall play a game. Each of us will tell the class his or her name, hometown, hobbies and special quality about himself/herself, starting with the 1st letter of his / her name. I will start with mine.

Activity



- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, "Now, each of one you shall continue with the game with your names, till the last person in the circle/ semi-circle participates".
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Remember to:

- Discourage any queries related to one's financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	Pen, Notebook, Writing Pad, etc.

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note

In this unit, we will discuss about the duties of a CCTV Supervisor, their scope of work and their required qualities.

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn about the Need and importance of Security in India.

Ask

Ask the trainees the following questions:

- Does anybody knows, what is Access Control?
- What do you understand by the term "security"?

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:

- Importance of security in India
- Need for security
- Job description of CCTV supervisor
- Skills required for a CCTV supervisor

Say

Let us participate in an activity to explore the unit a little more. We are now going to part of an interesting session.

Activity

- This session will have a video activity.
- You will play a video.
- The video will give a brief idea about India's Private Security Sector.
- The YouTube link for the video is: <https://www.youtube.com/watch?v=cOoVint-p4E>
- The trainees will watch the video.
- They can note down pointers from the video that they may find relevant.
- In case of any queries or confusions, trainees will write those down in their notebooks.
- After the videos end, the trainees can ask questions of you.
- The trainees will raise their hands, and you will pick up the trainees who will place their questions.
- The answering session will be in the form of a discussion where either you or any of the trainees knowing the answer can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer

Say

Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another activity.

Activity

- In this activity, you will divide the class into 2 groups.
- The trainees will have to provide a broad explanation on the following topics.
 - Need for security in India.
 - Importance of security in various sectors.
- It is important that the trainees present their answers rich in information.
- You will take 15 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	30 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do

- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.

Answers to the Exercise Questions

1. d. Seventh
2. d. All of the above
3. d. All of the above
4. d. All of the above
5. d. All of the above



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2. Monitor a Security Unit

Unit 2.1 - Deployment of CCTV System, Basic Testing and Functionality

Unit 2.2 - Pre Induction Training & Duties of Fresh Inductees

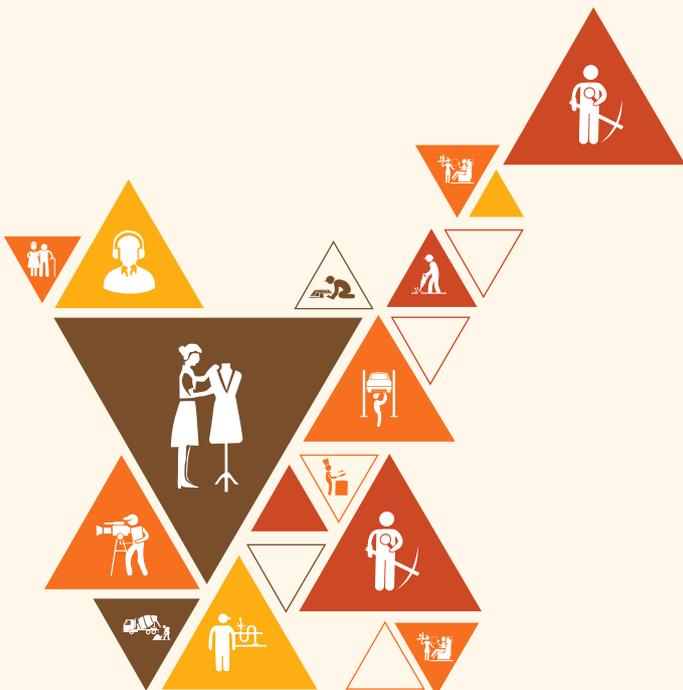
Unit 2.3 - Communication Equipment, Channel and Computer Operations

Unit 2.4 - Operational Effectiveness at New and Existing Sites

Unit 2.5 - Plan and Organise Manpower and Equipment Resources

Unit 2.6 - Resolve Concerns, Motivate Team, and Report Training Needs

Unit 2.7 - Handling Routine Checks, Rehearsals, and Communication with Stakeholders



MEP/N7126

Key Learning Outcomes



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

1. Discuss the deployment process of CCTV system, basic testing and functionality
2. Discuss the Pre-induction training and specific duties to new inductees
3. Analyse the suitability of CCTV personnel
4. Discuss communication equipment, channel and computer operations
5. Define operational effectiveness at new and existing sites
6. Discuss attendance management, manpower handling, and preparing duty roster
7. Demonstrate how to resolve concerns, motivating team, and reporting training needs
8. Practice how to do routine checks, rehearsals, communication with stakeholders

Unit 2.1: Deployment of CCTV System, Basic Testing and Functionality

Unit Objectives

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

1. Identify the scope and benefits of a CCTV camera
2. Demonstrate the functionality tests of CCTV cameras

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the deployment process of CCTV system, basic testing and functionality

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn about the Deployment of CCTV System, Basic Testing and Functionality.

Ask

Ask the trainees the following questions:

- What is a CCTV?
- What is bench testing and why it is important?

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:

- Benefits of CCTV cameras
- Bench Testing of CCTV cameras
- Functionality Tests of CCTV cameras

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into 2 groups
- The first group will make a list of functionality tests of CCTV cameras.
- The other group will make a list of training aspects related to Site-Specific training.
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	30 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 2.2: Pre Induction Training & Duties of Fresh Inductees

Unit Objectives

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

1. Explain the different types of training
2. Summarise the job responsibilities of a CCTV supervisor
3. Explain the qualities required to be a CCTV supervisor

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the pre-induction training & duties of fresh inductees

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn about the Pre-Induction Training & Duties of Fresh Inductees

Ask

Ask the trainees the following questions:

- What are the responsibilities of a CCTV supervisor?
- Define Induction

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:

- Training required for CCTV supervision
 - Induction training of the new recruits
 - Site-specific training
 - Continuation training

- Job responsibilities
- Qualities of a CCTV supervisor

Say



Let us participate in a group discussion to explore the unit a little more.

Activity



- Divide the class into two groups
- Conduct a group discussion in the class on training needed, roles and responsibilities of a fresh inductee
- 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 summarising the importance of proper training for a CCTV supervisor to comply with the organisational guidelines.

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 commination technique in group discussion

Unit 2.3: Communication Equipment, Channel and Computer Operations

Unit Objectives

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

1. List the various equipment required for the job
2. Identify the appropriate communication channel
3. Demonstrate basic computer knowledge

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools, various communication equipment

Note

In this unit we will discuss about the communication equipment, channel and computer operations by a CCTV personnel

Ask

Ask the trainees the following questions:

- What are the equipment used by a CCTV supervisor?
- What are communication channels?
- Does anybody know what a computer is?

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:

- Equipment required for the job
- Communication channel
- Required computer proficiency

Say 

Let us now participate in a practical session to learn Micro Soft Word.

Activity 

- This is an individual activity
- Display pictures of different equipment used by a CCTV supervisor on the projector
- Ask each trainees to identify the equipment and note it down in the note book
- After completing, ask random students to describe the usages of each equipment

Activity	Duration	Resources used
Identifying various equipment	30 mins	Participant handbook, Pen, Writing pad, Whiteboard, Flipchart, markers, Laptop, Overhead projector, Laser pointer, computer lab

Do 

- Display the following pictures on the projector

Sl No.	Equipment
1.	
2.	

3.	
4.	
5.	

- Answer all the doubts raised by the trainees in the class
- Guide the students in identifying the pictures

Notes for Facilitation

- Explain the students the importance of Microsoft Office
- Explain the issues of not knowing to operate computer

Unit 2.4: Operational Effectiveness at New and Existing Sites

Unit Objectives

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

1. Explain the procedure to start operations at a new or existing site
2. Perform pre-shift briefing, surprise checks, equipment checks

Resources to be Used

Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer, equipment and tools

Note

In this unit we will discuss about the operational effectiveness at new and existing sites

Say

Previously we had discussed the communication equipment, channel and computer operations. In this session, we will discuss the operational effectiveness at new and existing sites

Ask

Ask the trainees the following questions:

- What do you understand by Pre-shift briefing?

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:

- Start operations at a new or existing site
- Importance of Pre-shift Briefing
 - Importance of Equipment Checks
 - Importance of Surprise Checks

Say

Let us now participate in a practical session to understand the session better.

Activity

- This session will have a video activity
- The video will explain the process of CCTV camera installation
- The YouTube link for the video is: <https://www.youtube.com/watch?v=cxv81ilBXdg>
- After the video is completed, ask each trainee to write down the steps to install a CCTV camera
- Ask random questions to trainees to gauge the understanding

Activity	Duration	Resources used
Video Activity	40 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ensure that all the trainees participate in the video activity
- Help the students to understand the need of each act

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 2.5: Plan and Organise Manpower and Equipment Resources

Unit Objectives

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

1. Prepare attendance report
2. Explain the manpower planning and work distribution principles
3. Prepare a duty roster

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the attendance report, manpower distribution, and preparing duty roster

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we will discuss about attendance report, manpower distribution, and preparing duty roster

Ask

Ask the trainees the following questions:

- What are the basic principles of work allocation?
- What is a roster?

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:

- Prepare attendance report and prepare duty roster
- Manpower and work distribution
- Duty roster and its implications

Say

Let us participate in an activity session to create an attendance report using MS Excel

Activity

- Divide the trainees into groups consisting two trainees in each group
- Assign a computer to each group
- Ask the trainees to create an attendance report using MS Excel
- Provide them with required details like number of employees, number of days, shift timing, etc.
- Ask them to format the excel sheet, check alignment, apply colour to header, etc.
- After everyone has completed filling up the forms, call random students to share their experience with the entire class

Activity	Duration	Resources used
Lab Work - Creating a roster using MS Excel	45 minutes	Participant handbook, Pen, Writing pad, Whiteboard, Flipchart, markers, Laptop, Overhead projector, Laser pointer, computer lab

Do

- Conduct a doubt clarification session, if needed
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class.

Unit 2.6: Resolve Concerns, Motivate Team, and Report Training Needs

Unit Objectives

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

1. Explain how to address and settle employee concerns
2. Demonstrate how to motivate team members

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the attendance report, manpower distribution, and preparing duty roster

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding attendance report, manpower distribution, and preparing duty roster

Ask

Ask the trainees the following questions:

- Why is motivation required?
- What is training need?

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:

- Address employee concerns
 - How to handle grievances
- Motivating team members

Say

Let us participate in a role-play to understand the grievance handling

Activity

- This session will be a role-play activity.
- Take the trainees to a spacious room/ open space.
- Divide the class into groups where the trainees will be even in number.
- The trainee will demonstrate the correct process of handling grievances.
- Assign a hypothetical situation (grievance) to each team
- Allot them 5-10 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	40 minutes	Cordless Microphones (If Required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black), Tools and products as per industry

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 2.7: Handling Routine Checks, Rehearsals, and Communication with Stakeholders

Unit Objectives

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

1. Explain the procedures of conducting routine checks
2. Demonstrate how to conduct rehearsals
3. Demonstrate effective communication with stakeholders

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about handling routine checks, rehearsals, and communication with stakeholders

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about handling routine checks, rehearsals, and communication with stakeholders

Ask

Ask the trainees the following questions:

- Why is the importance of routine checks?

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:

- Conducting routine checks
- Conducting rehearsals & training
- Communication with stakeholders

Say

Let us participate in a role-play to understand the grievance handling

Activity

- This session will be a role-play activity.
- Take the trainees to a spacious room/ open space.
- Divide the class into groups where the trainees will be even in number
- Ask the trainees to demonstrate effective communication with various stake holders as stated below
 - Communication an incident to the board members
 - Describing an incident to the Government Officials / investigators
- Allot them 5-10 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	40 minutes	Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black),

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to the Exercise Questions

1. d. All of the above
2. d. All of the above
3. Steps to create a duty roster are:
 - Plan the shifts before adding the names: this will help us provide the required work force at the required busy hour.
 - Share schedule information with entire staff: The managers while planning a shift should not choose any particular people especially whom they are comfortable with but rather choose the correct person and inform the staff accordingly.
 - Fill the busiest shift the most experienced and skilled staffs
 - Make sure everyone received their offs as over working can cause lack of interest
4. The reasons why equipment checks should be performed are:
 - To ensure that there is no delay in start of duty
 - To ensure that during emergency situations, all equipment function properly
 - To ensure quality of equipment be maintained to curb replacement costs
 - To ensure that CCTVs, Central server, Monitors are not malfunctioning and if so, create a back-up plan for the period.
5. Site-specific training enables the management to ensure a safe and healthy work environment. It also helps the employees to recognise safety hazards and correct them. It enables them to understand best workplace practices and expectations.



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3. Supervise CCTV Operations

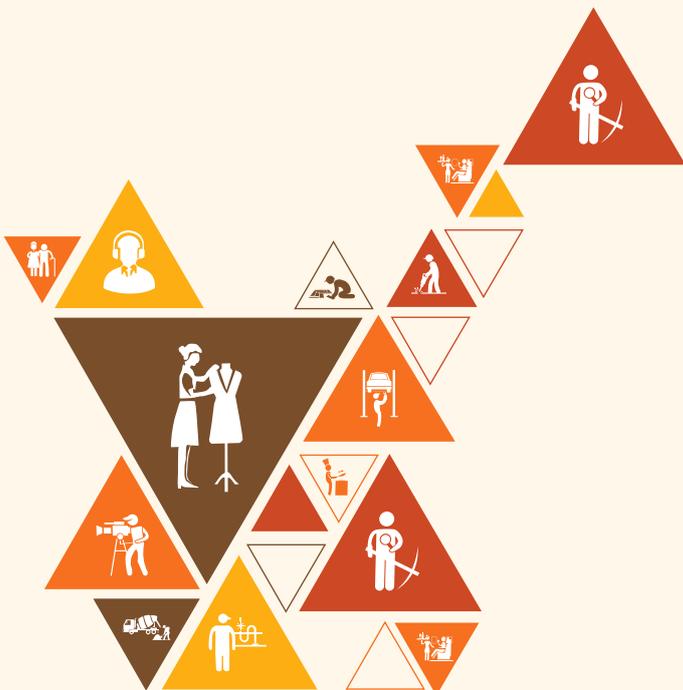
Unit 3.1 - Layout and Coverage of CCTV Cameras in a Premise

Unit 3.2 - Security Patrols and Deployment of Physical Security

Unit 3.3 - CCTV Coverage, Surveillance Techniques

Unit 3.4 - CCTV Positioning, and Maintenance

Unit 3.5 - Operating Principles and Limitations of Surveillance System



MEP/N7127

Key Learning Outcomes



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

1. Discuss the layout and coverage of CCTV cameras in a premise
2. Discuss security patrols and deployment of physical security
3. Practice how to monitor CCTV coverage, surveillance techniques, monitoring procedure, preservation of footage
4. Discuss surveillance techniques and patterns, camera angles, incorrect positioning and lighting, bad maintenance
5. Discuss the operating principles and limitations of security and surveillance system.
6. Identify the types of security breaches, and different irregular situations
7. Demonstrate how to respond to different types of security breaches and suspicious activities.

Unit 3.1: Layout and Coverage of CCTV Cameras in a Premise

Unit Objectives

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

1. Identify the proper layout of cameras
2. Understand the importance of proper camera angles

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about layout and coverage of CCTV cameras in a premise

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about layout and coverage of CCTV cameras in a premise

Ask

Ask the trainees the following questions:

- Why is camera layout?

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:

- Camera layouts
- Understanding various camera angles

Say

Let us participate in a role-play to understand the grievance handling

Activity

- You will inform the trainees that this activity will be based on individual performance.
- In this activity, instruct the trainees to create a table that will portray various camera angles.
- Tell the trainees to include lens sizes also
- You will allot 15 minutes to the trainees to complete the table.
- After the time is up, you will give them their 2nd task.
- Ask them to write the detailed steps required for setting video cameras rationally.
- Also, mention them to include the name of the software in use.
- Now, you will call trainees randomly and ask them to stand in front of the class.
- Instruct the trainees to present their answers.
- Appreciate the trainee(s) who can explain their answers with finesse.

Activity	Duration	Resources used
Identifying camera angles	60 minutes	Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black)

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 3.2: Security Patrols and Deployment of Physical Security

Unit Objectives

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

1. Explain the process to deploy security systems
2. Demonstrate shift handover procedure

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about security patrols and deployment of physical security

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about security patrols and deployment of physical security

Ask

Ask the trainees the following questions:

- Why are the commonly used security systems?

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:

- Security Systems
- Shift Handover Procedure

Say

Let us participate in a group discussion to understand this unit better

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on shift handover procedure
- 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 summarising the consequences of improper shift handover

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 commination technique in group discussion

Unit 3.3: CCTV Coverage, Surveillance Techniques

Unit Objectives

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

1. Explain the methods of surveillance and monitoring
2. Demonstrate how to preserve CCTV footage

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about CCTV coverage and surveillance techniques

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we will discuss about CCTV coverage and surveillance techniques

Ask

Ask the trainees the following questions:

- Why CCTV footage are preserved?
- Where are the CCTV footage stored?

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:

- Carry Out Surveillance and Monitoring
 - Coverage areas of a CCTV
 - Surveillance and Monitoring
- How to Preserve CCTV Footage

Say

Let us participate in a role-play to understand this unit better

Activity

- In this activity, you will divide the class into 2 groups.
- All the groups will enact the roles that you will give them.
- The first group will show the correct method of surveillance and monitoring process.
- The second group will demonstrate the correct method of preserving footage.
- You will allot each group 20 minutes to complete their tasks.
- You will analyse the groups closely and appreciate the group demonstrating their given roles with finesse.

Activity	Duration	Resources used
Role Play	50 minutes	Cordless Microphones (If Required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black)

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 3.4: CCTV Positioning, and Maintenance

Unit Objectives

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

1. Explain the effectiveness of CCTV cameras
2. Identify incorrect positioning of CCTV cameras
3. Discuss the effects of improper lighting conditions

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about CCTV positioning, and maintenance

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding CCTV positioning, and maintenance.

Ask

Ask the trainees the following questions:

- Who can tell me what bad lighting means?

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:

- Effectiveness of CCTV cameras
- Avoiding incorrect positioning of CCTV cameras
- Importance of proper lighting conditions

Say

Let us participate in activity to understand this unit better

Activity

- Divide the class into 3 groups
- The trainees will have to provide a broad explanation on these topics.
 - Importance of proper CCTV maintenance
 - Limitations to CCTV surveillance
 - Incorrect positioning of CCTV cameras and its effects
- It is important that the trainees present their answers not only rich in information but also supported by hand-drawn diagrams (if possible).
- You will take 10 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	30 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the trainees speak.
- Share your inputs and insight, to encourage the trainees and add onto what they talk about.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.

Unit 3.5: Operating Principles and Limitations of Surveillance System

Unit Objectives

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

1. Discuss the operating procedure
2. Explain the limitations of CCTV surveillance
3. Analyse the forms of exceptions in security surveillance
4. Demonstrate the procedure to handle Security breaches

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about operating principles and limitations of surveillance system

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about operating principles and limitations of surveillance system

Ask

Ask the trainees the following questions:

- What is the difference between analog and digital camera?
- What is security breach?

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:

- Operating Procedures
- Limitations to CCTV Surveillance
- Exceptions in Security
- Handling Different Security Breaches

Say

Let us participate in activity to understand this unit better

Activity

- All the groups will engage in the task that you will give them.
- The first group will show the correct method of surveillance and monitoring process.
- The second group will show the correct method of checking the components of the camera.
- The third group will show the correct method of checking the reporting areas of malfunction.
- The third group will explain the components of a CCTV.
- You will allot each group 20 minutes to complete their tasks.
- You will analyse the groups closely and appreciate the group demonstrating their given roles with finesse

Activity	Duration	Resources used
Lab Work	40 minutes	Cordless Microphones (If Required), Pen, Notebook, Participant Handbook, Whiteboard, Markers (Red, Blue, and Black)

Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

Notes for Facilitation

- Ask them to answer the questions given in the participant manual
- Encourage all the trainees to participate in the activity

Answers to the Exercise Questions

1. a. Concept Draw
2. a. 360 degree camera
3. b. False
4. a. True
5. a. True



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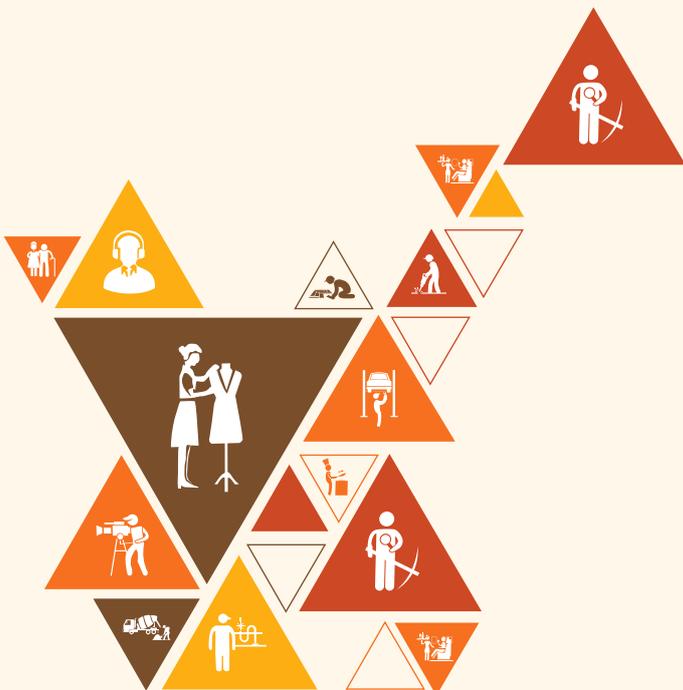
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4. Maintain Operational Performance of CCTV System

Unit 4.1 - Functioning and Correct Handling

Unit 4.2 - Report Malfunctioning, System Breakdown and Blind Spots of a CCTV system



MEP/N7128

Key Learning Outcomes



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

1. Analyse the functioning of a CCTV and how to handle equipment correctly
2. Identify how to report malfunctions and whom to report
3. Identify the blind spots of a CCTV camera

Unit 4.1: Functioning and Correct Handling

Unit Objectives

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

1. Discuss the functioning of a CCTV surveillance system
2. Identify the provisions for proper functioning

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about functioning and correct handling of CCTV

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about functioning and correct handling of CCTV

Ask

Ask the trainees the following questions:

- What is PTZ camera?

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:

- Functioning of a CCTV Surveillance System
- Important Provisions for Proper Functioning

Say

Let us participate in a group discussion to understand this unit better

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on important provisions for proper functioning of CCV
- Ask the participants what they have learnt from this exercise
- Close the discussion by summarising the importance of proper functioning of CCTV

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 4.2: Report Malfunctioning, System Breakdown and Blind Spots of a CCTV system

Unit Objectives

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

1. Identify and rectifying technical errors

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about reporting malfunctioning, system breakdown and blind spots of a CCTV system

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we will discuss about reporting malfunctioning, system breakdown and blind spots of a CCTV system

Ask

Ask the trainees the following questions:

- What is a blind spot?

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:

- Malfunctioning, and blind spots of a CCTV camera setup
 - CCTV Malfunctioning
 - Blind Spots of a CCTV Camera

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the class into 4 groups
- Hand over a chart paper to each group
- Ask each groups to describe blind spot od a CCTV camera setup
- Ask the trainees to use diagrams to explain the same
- You will analyse the groups closely and appreciate the group performing the task with finesse

Activity	Duration	Resources used
Chart paper activity	50 minutes	Participant Handbook, Laptop, overhead Screen, Projector, Internet Connection, Chart paper, ruler, sketch pens, etc.

Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

Notes for Facilitation

- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Answers to the Exercise Questions

1. d. All of the above
2. a. Pan Tilt Zoom (PTZ)
3. a. Digital Video Recorder
4. Common CCTV malfunctioning are:
 - Camera power and connection issue
 - Horizontal Lines on CCTV video
 - CCTV video flickering
 - DVR stops recording
 - Blind spot
5. A blind spot refers to any areas that are not within the peripheral vision of your installed security camera.

The easiest way to find the blind spots is to put your camera into action with trial runs. It is best to look into monitor feeds to assess the blind spots and set cameras. Also, take photos of the areas you want to cover, from the exact locations where you anticipate installing your security cameras



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5. Observe Health and Safety during Monitoring

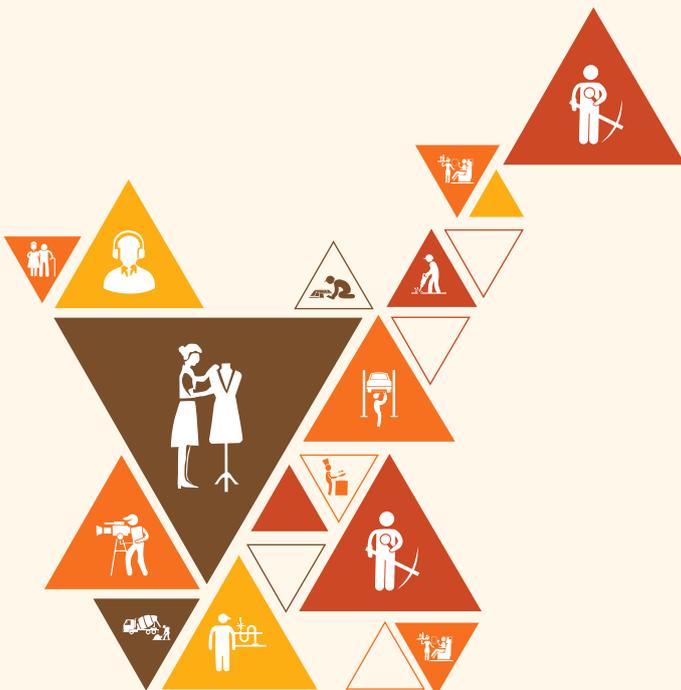
Unit 5.1 - Types of Risks and Hazards

Unit 5.2 - Various Personal Protective Equipment

Unit 5.3 - Importance of Good Health, Hygiene, and Habits

Unit 5.4 - Types of Fire, Fire Fighting Equipment, First Aid

Unit 5.5 - Effective Communication and Reporting to Superiors



MEP/N7129

Key Learning Outcomes



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

1. List the different types of risks and hazards
2. Identify various PPE, clothing, methods
3. Discuss the importance of good health and hygiene practices
4. Demonstrate how to undertake physical activities
5. Discuss fire extinguishers and first aid
6. Demonstrate the process of communication

Unit 5.1: Types of Risks and Hazards

Unit Objectives

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

1. Identify the various risks and hazards at workplace

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about types of risks and hazards

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about types of risks and hazards

Ask

Ask the trainees the following questions:

- How to identify hazardous chemicals?
- What do you understand by Psycho-social hazards?

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:

- Identify the Various Risks and Hazards CCTV Malfunctioning

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on hazard management system
- 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 summarising reporting hazards

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 commination technique in group discussion

Unit 5.2: Various Personal Protective Equipment

Unit Objectives

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

1. Demonstrate different personal protective equipment used by security personnel and CCTV operators
2. Elaborate the escape routes during emergencies

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about various personal protective equipment (PPE)

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding various personal protective equipment (PPE)

Ask

Ask the trainees the following questions:

- What is PPE?
- What is the use of a body armour?

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:

- Personal Protective Equipment
 - PPEs used by Security Personnel and CCTV Operators
- Escape Routes during Emergencies

Say

Let us participate in an activity to understand this unit better.

Activity

- This session will be in the form of “Show and Explain “ activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them.
- To make the session interesting, show the PPE and ask the trainees to identify it
- After the session, you will select a few volunteers from the class and makes them wear few PPE.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration	Resources used
Practical activity - PPE	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, various protective equipment etc.

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about.
- Ensure that all trainees participate in the class.

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Unit 5.3: Importance of Good Health, Hygiene, and Habits

Unit Objectives

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

1. Practice health and safe hygiene practices
2. Discuss the ill effects of alcohol, drugs and sexually transmitted diseases
3. Describe the physical activities required for the surveillance team

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the importance of good health, hygiene, and habits

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we will discuss about the importance of good health, hygiene, and habits

Ask

Ask the trainees the following questions:

- What are the ill effect of alcohol?
- What are the benefits of regular exercise?

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:

- Health, Hygiene, and Habits
- Adverse Effects of Drug/Alcohol/Sexually Transmitted Diseases
- Undertake Physical Activities

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees.
- The first topic in this session will be the ill effect of drugs, alcohol and unsafe sex.
- The second topic on which the trainees will prepare their extempore will be on personal hygiene and habits.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic that you will give them.
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes.
- The trainee with the simple explanation but rich in content will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.

Do

- Conduct a doubt clarification session, if needed.
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 5.4: Types of Fire, Fire Fighting Equipment, First Aid

Unit Objectives

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

1. Identify the types of fire
2. Explain various firefighting techniques
3. Demonstrate basic first aid techniques

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about fire hazard and first aid

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding fire, firefighting equipment and first-aid

Ask

Ask the trainees the following questions:

- Can anyone name a few firefighting equipments?
- What is the use of fire extinguisher?
- What is the importance 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, discuss the following points:

- Types of Fire
- Responding to a Fire Emergency
- Importance of First Aid

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the entire class into 4 groups
- Provide each group with a chart paper, pencil, sketch pens, rulers, etc.
- Ask each group to make a chart paper presentation on types of fire and types of fire extinguishers
- Ask the trainees to gather required information from the participant handbook
- Appreciate the team work and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	50 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Marker, Chart Paper, Pencil, Sketch Pens, Rulers, etc.

Do

- Conduct a doubt clarification session, if needed.
- Share your inputs and insight, to encourage the trainees and add into what they talk about

Notes for Facilitation

- Encourage peer learning
- Use video reference from different sources for better explanation

Unit 5.5: Effective Communication and Reporting to Superiors

Unit Objectives

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

1. Demonstrate effective communication with superiors
2. Describe the incident reporting process

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about effective communication with superiors and colleagues

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding effective communication with superiors and colleagues

Ask

Ask the trainees the following questions:

- What are the components of an effective communication?
- What is the importance of tone in effective communication?

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:

- Communicating with Superiors
- Incident Reporting Process

Say

Let us participate in a role-play activity to understand this unit better.

Activity

- Divide the class into 4 groups.
- All the groups will enact the roles that you will give them.
- This role-play session will be based on effective communication between the supervisors and the security guards and the active listening skills of the latter (security guards).
- Amongst the four, two groups will demonstrate the correct communication procedures in a warehouse.
- The other two groups will demonstrate the correct communication procedures inside a shopping mall.
- You will provide the necessary tools required for the task like walky-talky or 2-way radio.
- The trainees who will give the instructions will create a list before the session starts.
- Based on that list, trainees who will take the instructions will jot down the directives their partners are giving.
- The trainees who are giving instruction needs to be clear on the information that is giving.
- They cannot be panicky or shout out the instructions in their respective places.
- The trainees who are receiving instruction need to listen to all the instructions carefully as any misstep can create serious consequences for others (in case of the real-life situation).
- The group that can complete their task first and accurately will be declared as the winner and will be appreciated in the class with accolades.

Activity	Duration	Resources used
Role play	60 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Marker, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to the Exercise Questions

1. d. All of the above
2. d. All of the above
3. d. All of the above
4. First aid for burns-
 - Cool the burn under cold running water for at least ten minutes
 - Loosely cover the burn with cling film or a clean plastic bagFirst aid heavy for bleeding –
 - Put pressure on the wound with whatever is available to stop or slow down the flow of blood
 - As soon as possible, call the Emergency Number or get someone else to do it
 - Keep pressure on the wound until help arrives
5. Using the PASS Method:
 - Pull: Pull the safety pin on the extinguisher.
 - Aim: Aim the hose of the extinguisher at the base of the fire.
 - Squeeze: Squeeze the handle to discharge the material.
 - Sweep: Sweep the hose across the base of the fire from side to side.



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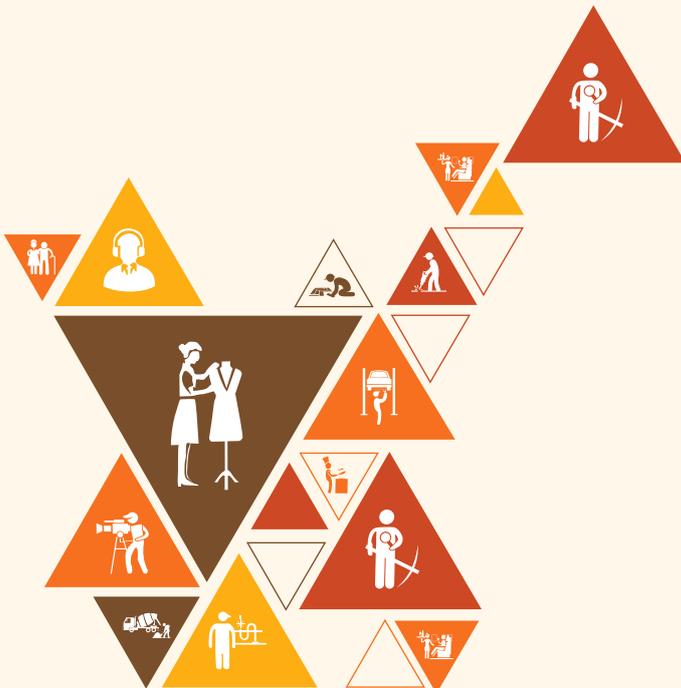
6. Security and Security Practices and Tasks

Unit 6.1 - Rules and Regulations Relevant to Private Security

Unit 6.2 - Private Security Sector and Various Security Organisations

Unit 6.3 - Respond to Risks and Threats as per Protocol

Unit 6.4 - Types of Arms Used by Security Officers



MEP/N7101

Key Learning Outcomes



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

1. List the rules and regulations of private security
2. Identify the importance of security in various sectors
3. List the various security organisations
4. Identify different domains of private security
5. Practice how to respond to risks and threats
6. Discuss various firearms used

Unit 6.1: Rules and Regulations Relevant to Private Security

Unit Objectives

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

1. Explain the rules and regulations of private security
2. Explain the importance of security for various sectors

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about rules and regulations of private security

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding rules and regulations of private security

Ask

Ask the trainees the following questions:

- What is private security?
- Who gets SPG cover?

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:

- Rules and Regulations of Private Security
 - Eligibility to be a Private Security Guard and Supervisor
- Importance of Security for Various Sectors

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the class into 3 groups.
- Each group will be given 3 different topics on which they have to provide a broad explanation.
- Group A will write on PSARA.
- Group B will write on eligibility to be a private security guard and supervisor.
- Group C will write on different categories of security.
- It is important that the trainees present their answers not only rich in information but also supported by and-drawn diagrams (if possible).
- The group which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Marker, Chart Paper, Pencil, Sketch Pens, Rulers, etc.

Do

- Ensure that every trainee participates in the activity session
- Encourage the trainees to ask questions.
- Jot down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage peer learning in the class.

Unit 6.2: Private Security Sector and Various Security Organisations

Unit Objectives

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

1. Identify the sectors and sub-sectors of private security
2. Analyse the job role of a CCTV supervisor
3. Identify different ranks in police and military
4. Identify and deal with IEDs

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about private security sector and various security organisations

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding private security sector and various security organisations

Ask

Ask the trainees the following questions:

- What are the responsibilities of a CCTV supervisor?

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:

- Private Security Sector
- Job Role of a CCTV Supervisor
- Armed and Police Forces of India
- An IED

Say

Let us participate in an activity to understand this unit better.

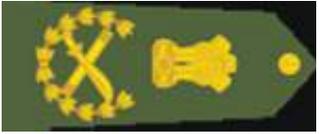
Activity

- This is an individual activity
- Display different insignias of Indian Army using an overhead projector
- Ask the trainees to identify each of them and note down in the notepad
- Explain related information related to the topic while conducting eh activity

Activity	Duration	Resources used
Identify the insignia	30 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Marker, etc.

Do

- Display the following insignia of Indian Army (Commissioned Officers)

Sl No.	Insignia
1.	
2.	
3.	
4.	
5.	

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.
- Encourage peer learning in the class.

Unit 6.3: Respond to Risks and Threats as per Protocol

Unit Objectives

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

1. Identify the different levels of risks and threats
2. Describe various aspects of monitoring

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss how to respond to risks and threats as per protocol

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding how to respond to risks and threats as per protocol

Ask

Ask the trainees the following questions:

- What is the difference between guarding and patrolling?

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:

- Levels of risks, threats and safety procedures
 - Methods of guarding
 - Methods of patrolling
- Aspects of monitoring

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on various methods of guarding and patrolling
- 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 summarising the importance guarding and patrolling

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 commination technique in group discussion

Unit 6.4: Types of Arms Used by Security Officers

Unit Objectives

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

1. Identify various firearms used by police and criminals

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about various firearms used by security officers

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding various firearms used by security officers

Ask

Ask the trainees the following questions:

- What is the difference between revolver and pistol?

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:

- Firearms used by Security Officers

Say

Let us participate in a activity to explore the unit a little more.

Activity

- This is an individual activity
- Display different images of various firearms used by security officers using an overhead projector
- Ask the trainees to identify each of them and note down in the notepad
- Describe the features and use of each firearm shown during the activity

Activity	Duration	Resources used
Identify the firearm	30 minutes	Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Marker, etc.

Do

- Display the following images of firearms used by security officers

Sl No.	Firearms
1.	
2.	
3.	
4.	

5.	
----	--



- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Answers to the Exercise Questions

1. a. Private Security Agencies Regulation Act
2. a. SPG (Special Protection Group)
3. a. 55 personnel
4. Various methods of patrolling are:
 - Combat Patrol - Aimed at monitoring and observing a specific enemy or risk
 - Clearing Patrol - Brief patrol around a newly occupied defensive position to ensure that the designated area is secure
 - Standing Patrol - Small group (half section/section) of static patrols intended to provide alerts, security or to guard some geographical feature like dead ground
 - Screening Patrol - Aimed at screening a large area
5. The major components of an IED are:
 - Warhead
 - Delivery Mechanism
 - Trigger Mechanism



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& ENTREPRENEURSHIP



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National
Skill Development
Corporation

Transforming the skill landscape



7. Basic Rules Pertaining to Private Security Service and Security Personnel

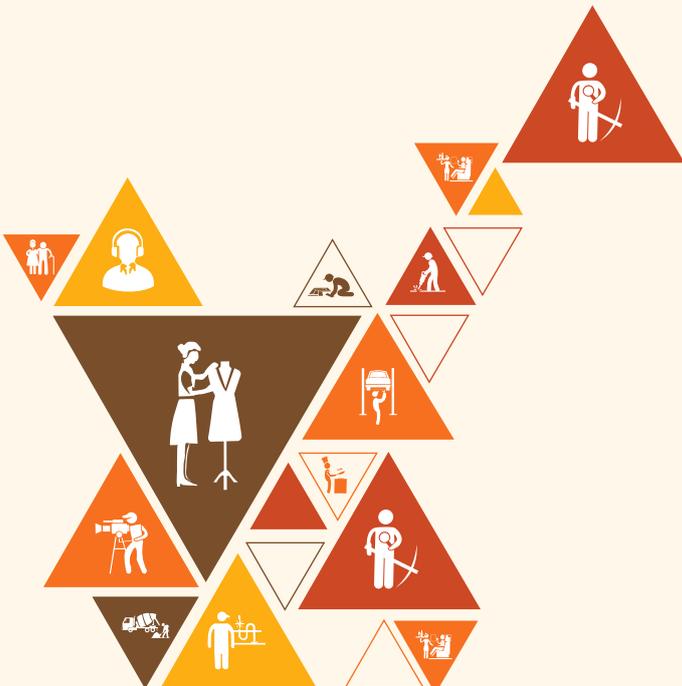
Unit 7.1 - Procedure for Event Reporting & Co-operating in Investigation

Unit 7.2 - Difference between Legal & Illegal Activities and Knowing Legal Implications

Unit 7.3 - Process to Lodge Complaints and FIRs, Giving Evidence in Courts

Unit 7.4 - Carry out Tasks Complying with Regulatory and Legal Provisions

Unit 7.5 - Various Rules and Regulations Governing Employment



MEP/N7102

Key Learning Outcomes



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

1. Discuss the correct process of incident reporting
2. Practice how to co-operate during investigation
3. Practice the process for lodging complaints
4. Discuss legal provisions
5. Discuss employment related regulations

Unit 7.1: Procedure for Event Reporting & Co-operating in Investigation

Unit Objectives

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

1. Demonstrate the correct process for event reporting
2. Explain how to co-operate in investigation

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about event reporting & co-operating in investigation

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding event reporting & co-operating in investigation

Ask

Ask the trainees the following questions:

- What is event reporting?

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:

- Event Reporting
- Co-operating in Investigations

Say

Let us participate in an activity to explore the unit a little more.

Activity

- In this activity, you will divide the class into 4 groups.
- The trainees will have to provide a broad explanation on the following topics.
 - Co-operating with investigations
 - Event reporting
- It is important that the trainees present their answers not only rich in information but also supported by hand-drawn diagrams (if possible).
- You will take 10 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	30 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 7.2: Difference between Legal & Illegal Activities and Knowing Legal Implications

Unit Objectives

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

1. Evaluate the difference between legal and illegal activities
2. Explain the legal implications of tasks carried out

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about legal & illegal activities and legal implications

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding

Ask

Ask the trainees the following questions:

- What do you understand by illegal activities?

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:

- Legal & illegal activities
- Legal implications and code of ethics

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on legal and illegal activities
- 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 summarising the legal implications

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 commination technique in group discussion

Unit 7.3: Process to Lodge Complaints and FIRs, Giving Evidence in Courts

Unit Objectives

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

1. Demonstrate complaint lodging procedure
2. Explain how to give evidence in court

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about the process to lodge complaints and FIRs, giving evidence in courts

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding the process to lodge complaints and FIRs, giving evidence in courts

Ask

Ask the trainees the following questions:

- Can anyone tell me a few types of evidence that can be shown in the court?

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:

- How to lodge complaints
- Present evidence in court

Say

Let us participate in a role-play activity to explore the unit a little more.

Activity

- This session will be a practical activity.
- In this activity, you will take the trainees to a spacious room.
- You will divide the class into groups where the trainees will be even in number.
- The trainee will demonstrate the correct process of Lodging Complaints.
- Added to this, the trainees will demonstrate how to present evidence in the court (including the evidence types).
- Allot them 5-10 minutes for each team to complete the task.
- You will inspect the work of each group.
- The group showcasing the best work will be appreciated with accolades

Activity	Duration	Resources used
Role Play	40 minutes	Cordless Microphones (If Required), Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 7.4: Carry out Tasks Complying with Regulatory and Legal Provisions

Unit Objectives

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

1. Discuss various legal provisions

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about the process to lodge complaints and FIRs, giving evidence in courts

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding the process to lodge complaints and FIRs, giving evidence in courts

Ask

Ask the trainees the following questions:

- Do you know about arms act?

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:

- Various Legal Provisions

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Divide the class into 3 groups
- Ask each group to select any of the topic from below and make a chart paper presentation
 - Protection of Human Rights Act, 1993
 - Explosive Act, 1884
 - The Arms Act, 1959
 - The Explosive Substances Act, 1908
- You will take 15 minutes to evaluate the correctness of the presentation.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 7.5: Various Rules and Regulations Governing Employment

Unit Objectives

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

1. Discuss the rules related to employment

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss various rules and regulations governing employment

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding various rules and regulations governing employment

Ask

Ask the trainees the following questions:

- Do you know about EPF?

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:

- Various Legal Provisions

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Divide the class into three groups
- Ask each group to select any of the topics from below and make a chart paper presentation
 - Employees' Pension Scheme Act-1995
 - Minimum Wages Act- 1948
 - Employees' State Insurance (ESI)
- You will take 15 minutes to evaluate the correctness of the presentation.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Answers to the Exercise Questions

1. b. False
2. a. True
3. a. True
4. The five types of punishments, described under Section 53 under the IPC, are:
 - Death penalty
 - Life imprisonment
 - Rigorous and simple imprisonment
 - Forfeiture of property
 - Fine
5. According to the 1st schedule of the Code, Cognisable Offences are the ones for which a police officer may arrest a person without a warrant issued by the Court of Law. These are mentioned under Section 154 of the Code and are extremely grave.
E.g., Waging or attempting to wage war or supporting and promoting the waging of war against the Government of India

For Non-cognisable Offences, a police officer only against a warrant duly issued by the Court of Law may arrest a person. These are mentioned under Section 155 of the Code.
E.g., Obstructing public servant in discharge of his public functions



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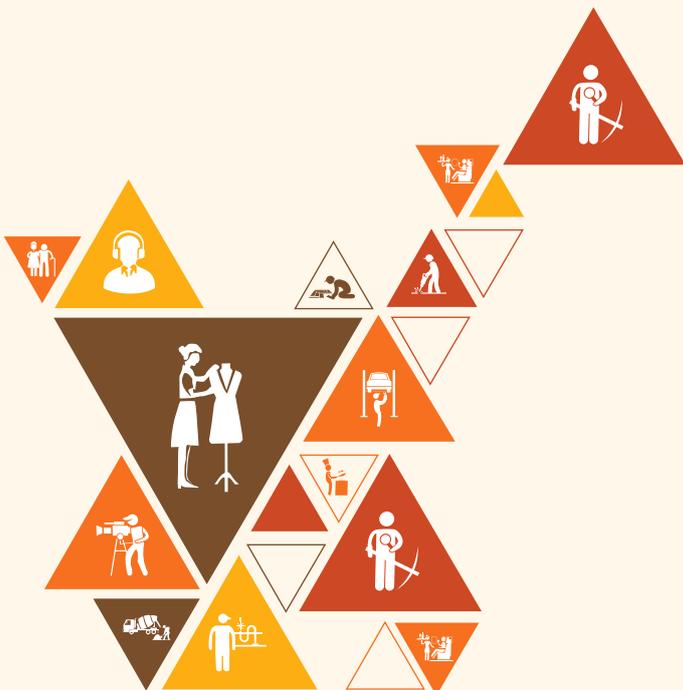


8. Provide Security in Commercial and Industrial Deployments

Unit 8.1 - Risks and Threats Specific to Security Domain

Unit 8.2 - Carry out Security Duties as per Organisation's Procedures

Unit 8.3 - Updating Security Registers and Reporting Supervisors



MEP/N7109 &
MEP/N7110

Key Learning Outcomes



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

1. Identify the risks and threats specific to the domain
2. Identify the security equipment and communication method
3. Practice how to carry out security operations

Unit 8.1: Risks and Threats Specific to Security Domain

Unit Objectives

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

1. Discuss specific risks and their solutions
2. Identify security equipment

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss risks and threats specific to the security domain

Say

Good morning and welcome back to this training program,, “CCTV Supervisor”. Today we shall learn an important unit regarding

Ask

Ask the trainees the following questions:

- Can anyone name me common security equipment?

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:

- Specific Risks and their Solutions
- Security Equipment

Say

Let us participate in a role-play to explore the unit a little more.

Activity

- Divide the class into groups comprising of 5 trainees.
- In this activity, the trainees will enact the role of firefighters and victims.
- The trainees who will be enacting the role of firefighters will show the correct method of safe lifting and carry the victim(s) to a secure area.
- They will also demonstrate a smooth evacuation process and the techniques of carrying out specially-abled people.
- For every group, allot 10 minutes for completing the evacuation process.
- Appreciate the group that can demonstrate the evacuation process and the correct way of removing victims from the fire hazards effectively.

Activity	Duration	Resources used
Role Play – Fire Evacuation	50 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, Stretchers, straps, webbing loops, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 8.2: Carry out Security Duties as per Organisation's Procedures

Unit Objectives

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

1. Explain how to perform duties within organisation rules

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss carrying out security duties as per the organisation's procedures

Say

Good morning and welcome back to this training program,, "CCTV Supervisor". Today we shall learn an important unit regarding carrying out security duties as per organisation's procedures

Ask

Ask the trainees the following questions:

- Can anyone name me common security equipment?

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:

- Perform duties within organisation rules

Say

Let us participate in a role-play to explore the unit a little more.

Activity

- Divide the class into groups comprising of 5 trainees.
- In this activity, the trainees will enact the role of CCTV supervisor during a bomb threat and victims.
- The trainees will act according to the organisational policy to secure the location
- For every group, allot 10 minutes for completing the process.
- Appreciate the group that can demonstrate the evacuation process and the correct way of removing victims from the fire hazards effectively.

Activity	Duration	Resources used
Role Play – Fire Evacuation	50 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, Stretchers, straps, webbing loops, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 8.3: Updating Security Registers and Reporting Supervisors

Unit Objectives

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

1. Demonstrate how to update security registers
2. Describe organisational hierarchy

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss updating security registers and reporting supervisors

Say

Good morning and welcome back to this training program,, “CCTV Supervisor”. Today we shall learn an important unit regarding updating security registers and reporting

Ask

Ask the trainees the following questions:

- Can anyone tell me what an organisational hierarchy is?
- Why is it important to maintain attendance records?

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:

- Update security registers and report
- Organisational hierarchy
- Various forms of registers

Say

Let us participate in an activity to explore the unit a little more.

Activity

- Divide the class into four groups
- Provide a chart paper to each group
- Ask them to make an organisational hierarchy of the security department
- Ask them to explain the role of each level in the hierarchy
- Appreciate the teamwork and hang/paste the best presentation in the wall magazine/ bulletin board

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Chart paper, Sketch Pen, Ruler, Whiteboard, Marker, etc.

Do

- Ensure that every trainee participates in the activity session
- Show the students the organisational structure of the organisation you are currently working with

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage peer learning in the class.

Answers to the Exercise Questions

1. a. True
2. a. True
3. b. False
4. The responsibilities of a CCTV supervisor during an earthquake are:
 - Staff members should maintain the situation by reassuring people stuck in the incident.
 - If people are indoors, security staff should immediately help them move to a safe place.
 - Request people to move under a desk, table, or workbench if possible.
 - Security staff members will start evacuation of the building (after receiving the instructions from the building control room) to the assembly area as per the exit map of the building/premises.
 - Security staff must ensure a smooth exit.
5. During bomb threat:
 - Bomb threats should always be taken seriously.
 - Do not assume that a bomb threat is a prank call or that they are only made to the building's management office.
 - The control room should have an updated blueprint of each floor and the basements.
 - Check from police, fire department if assistance available to develop a bomb incident plan.
 - Inspect the building for areas where explosives are likely to be concealed – make a checklist
 - Organise and train in evacuation
 - Communication must be established between the control room and the search or evacuation team.

Key Learning Outcomes



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

1. Discuss the importance of personal grooming, physical and mental fitness
2. Discuss the importance of good behaviour
3. Discuss the “Meet and Greet” procedure
4. Evaluate the risks and threats specific to the domain
5. Identify the security equipment and communication method used
6. Demonstrate behavioural standards at the workplace
7. Practice how to update security registers and report incidents

Unit 9.1: Importance of Personal Grooming, Physical Fitness, Hygiene

Unit Objectives

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

1. Analyse the value of grooming, hygiene and fitness in the job role

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the importance of personal grooming, physical fitness, and hygiene

Say

Good morning and welcome back to this training program,, “CCTV Supervisor”. Today we shall learn an important unit regarding the importance of personal grooming, physical fitness, and hygiene

Ask

Ask the trainees the following questions:

- What do you understand by the term grooming?

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:

- Personal grooming, physical fitness, hygiene

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is an individual activity
- Using the overhead projector, show two images to the trainees
- From those images, ask the trainees to point out the correct and incorrect grooming aspects
- Instruct the trainees to note down the points.
- Give the trainees 10 minutes to see the images and write down their observations.
- After the time is up, pick out any trainee randomly from the class and ask them to explain their observation.

Activity	Duration	Resources used
Personal Grooming	20 minutes	Pen, Notebook, Participant Handbook, Laptop, Whiteboard, Markers, etc.

Do

- Display the below pictures using an overhead projector



- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

Unit 9.2: Behavioural Standards

Unit Objectives

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

1. Demonstrate good behaviour and explain its implications
2. Demonstrate “Meet & Greet” as per policy
3. Practice the workplace etiquettes and manners

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the importance of good behaviour

Say

Good morning and welcome back to this training program,, “CCTV Supervisor”. Today we shall learn an important unit regarding the importance of good behaviour

Ask

Ask the trainees the following questions:

- What do you understand by the term grooming?

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:

- Good behaviour and its impression
- Organisation’s Meet & Greet Policy

Say

Let us participate in a role-play to explore the unit a little more

Activity

- Divide the class into four groups.
- All the groups will enact the roles that you will give them.
- This role-play session will be based on effective communication between the supervisors and the security guards and the active listening skills of the latter (security guards).
- Amongst the 4 two groups will showcase the correct communication procedures in a warehouse.
- The other two groups will showcase the correct communication procedures inside a shopping mall.
- You will provide the necessary tools required for the task, like a walky-talky or 2-way radio.
- The trainees who will give the instructions will create a list before the session starts
- The trainees who are giving instruction needs to be loud and clear
- The trainees who are receiving instruction need to listen to all the instructions carefully and act accordingly
- The group that can complete their task first and accurately will be declared as the winner and appreciated in the class with accolades.

Activity	Duration	Resources used
Role Play - Correct Communication Procedure	40 minutes	Cordless microphones (if required), Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, Overhead projector, White screen, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 9.3: Risks and Threats Specific to Security Domain

Unit Objectives

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

1. Identify the specific risks and procedures to deal with them

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss risks and threats specific to the security domain

Say

Good morning and welcome back to this training program, “CCTV Supervisor”. Today we shall learn an important unit regarding various risks and threats specific to the security domain

Ask

Ask the trainees the following questions:

- What do you mean by trespassing?

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:

- Specific risks and how to deal with them

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on risks and threats specific to the security domain
- 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 summarising the importance of looking at footages and pass on the message to the on-field security guards

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, 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 combination technique in group discussion

Unit 9.4: Security Equipment and Communication Methods Used

Unit Objectives

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

1. Identify various equipment used by CCTV supervisor
2. Practice the communication technique used

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss security equipment and communication methods

Say

Good morning and welcome back to this training program, "CCTV Supervisor". Today we shall learn an important unit regarding various security equipment and communication methods

Ask

Ask the trainees the following questions:

- Can anyone dew security equipment used by CCTV supervisors?

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:

- Identifying Various Equipment Used
 - Security equipment
 - Communication equipment

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is an individual activity
- Using an overhead projector, display images of various equipment used by CCTV supervisors
- Ask the trainees to identify each of them and note them down in a note pad
- Also, ask them to mention their usages
- After the display is over and everyone has finished writing, ask random students to identify the equipment shown
- Ask others to math whether their answer is correct or not

Activity	Duration	Resources used
Identify the Items	40 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, Overhead projector, White screen, etc.

Do

- Display the following pictures using an overhead projector



- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

Notes for Facilitation

- Ask the participants if they have any questions.
- Ask them to answer the questions given in the participant manual

Answers to the Exercise Questions

1. a. True
2. a. True
3. Grooming will give you the confidence to dress up, look presentable and confident every day while reporting at your workplace. Your self-grooming venture will be the demonstration of your skills. By grooming yourself properly, you will become presentable and reliable to everyone.
4. “Meet and Greet” policy come under this standard set of principles. The salient features are:
 - Always present yourself to others hastily, no matter what the situation is.
 - A pleasant smile with greetings for the day sets the tone and leaves a lasting impression.
 - Never bring your emotions in to play while performing office duty, especially in the security industry.
 - Always proceed to help a situation demands, do not wait for people to call for help.
 - Seek approval before performing any task.
 - Even in crisis moments, try to maintain calm.
 - Speak politely with clients and the public.
5. The behavioural aspect while dealing with colleagues must include:
 - Working well as part of a team or group.
 - A positive attitude toward co-workers, the workplace and the tasks of the job.
 - A clean and suitable appearance, taking into account the job you do.
 - Respect for others and respect for individual differences.
 - Being on time for work

Key Learning Outcomes



By the end of this module, the trainees 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. Discuss the different types of e-commerce

39. List the benefits of e-commerce for retailers and customers
40. Discuss how the 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 transfers
52. Discuss the steps 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. Discuss 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 your own enterprise
102. List important questions that every entrepreneur should ask before starting an enterprise

Unit 10.1: Personal Strengths & Value Systems Unit

Unit Objectives

By the end of this unit, the trainees 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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

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

Role Play

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

Summary

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

Say

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

Activity

Health Standard Checklist from the Participant Handbook.

Ask

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

Say

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, 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.

10.1.2: Safety: Tips to Design a Safe Workplace

Resources to be Used

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

Say

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

Team Activity

Safety Hazards

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

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

Ask

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

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

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.

10.1.3: 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



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

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

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?

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

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

Do

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

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.

10.1.5: Creativity and Innovation

Resources to be Used

Participant Handbook, Chart papers, Marker pens

Ask

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

Say

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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask

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

Say

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

Team Activity

This is a group activity.

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

Activity De-brief

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

Do

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

- Ask each group to read out what they have written.
- Ask the de-brief questions.

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.

Notes for Facilitation

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

10.1.6: 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:

PART 1 TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

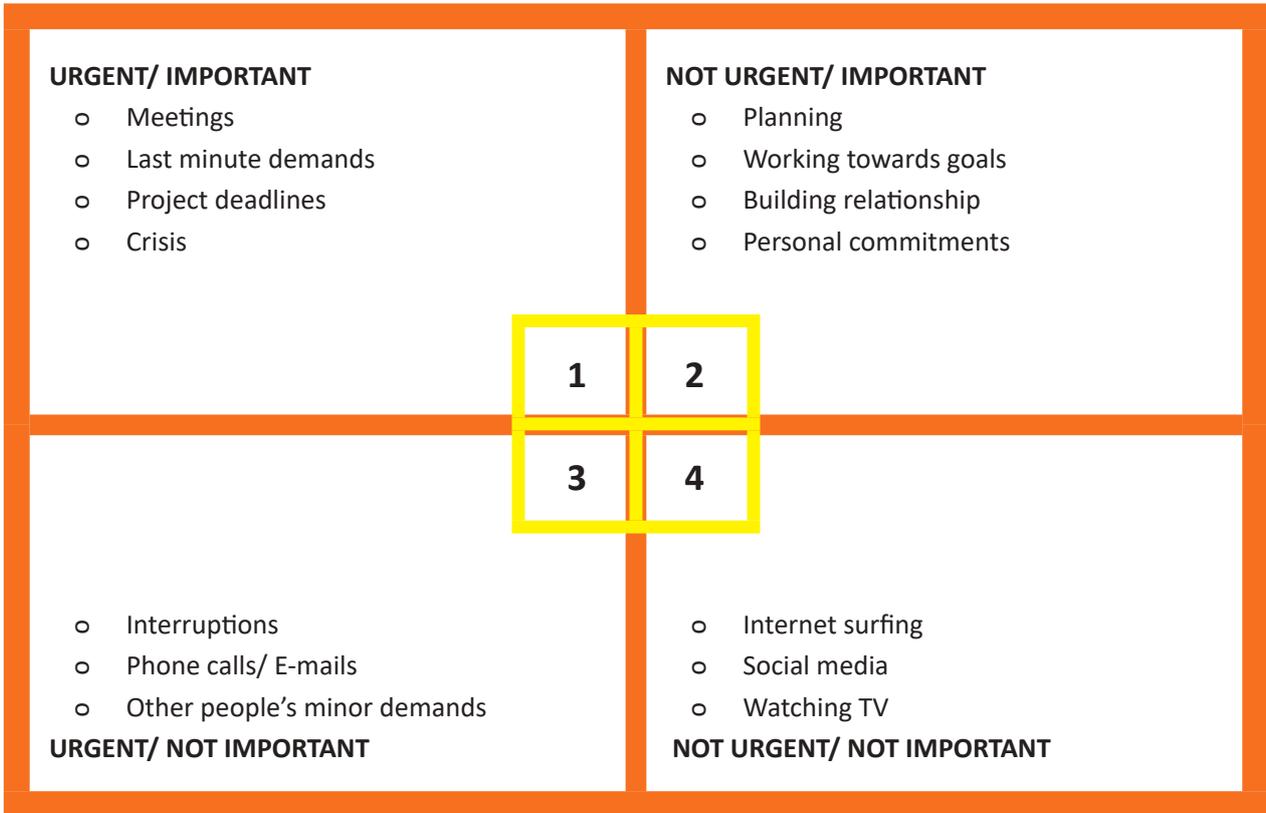
- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
 - Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- **Category 1: Urgent/Important**
 - This category is for the highest priority tasks. They need to get done now.
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

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

Table 10.1.1: To-Do list format

URGENT-IMPORTANT GRID



URGENT/ IMPORTANT GRID format

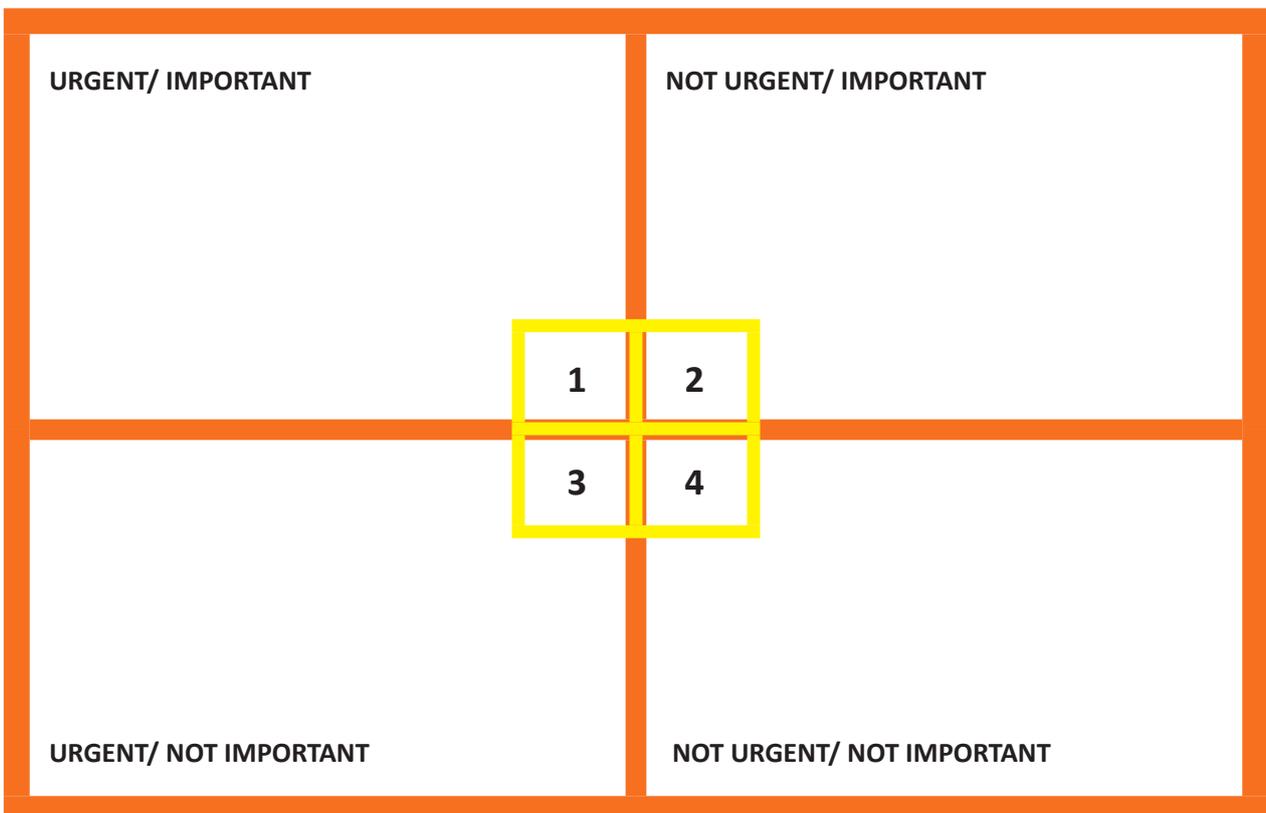


Fig. 10.1.1: Time management

Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

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

10.1.7: 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

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

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques**Say** 

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

Do 

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

Ask **De-brief questions:**

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

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.

10.1.8: 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 interactive.

Unit 10.2: Digital Literacy: A Recap

Unit Objectives

By the end of this unit, the trainees 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. Discuss the different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss how the 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

10.2.1: 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

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

Do 

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

10.2.2: 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.

10.2.3: E-Commerce

Resources to be Used

- Participant Handbook
- Computer System with internet connection

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say

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

Do

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

Say

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

Explain

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

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.
- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - Developing the website
 - Hosting the website
 - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.

- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

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

Ask

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

Say

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

Do

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

Ask

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

Say

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

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 10.3: Money Matters

Unit Objectives

By the end of this unit, the trainees 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 transfers

10.3.1: 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.

10.3.2: 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?

Example

- 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

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

Activity De-brief

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

Say

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

Ask

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

Say

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

Team Activity

Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

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

Activity De-brief**How did you design the form?**

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

Do 

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

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: Y/N	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

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 signatureFig. 10.3.1: Sample bank account opening form*

10.3.3: 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. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

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

Say

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

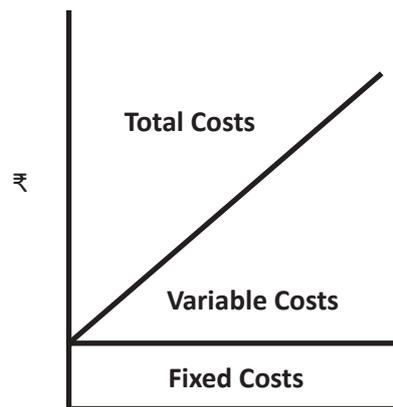


Fig. 10.3.2: Relation between fixed and variable costs

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

Team Activity

Fixed vs. Variable Costs

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

Activity De-brief

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

Do

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

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. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

10.3.4: 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.
- 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 borrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

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

Small Saving Scheme

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

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

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

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

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

20. What 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.

10.3.5: 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 and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

Do

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

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 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

1. Discuss the steps 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. Explain basic workplace terminology

10.4.1: 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

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

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.

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

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

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

Job Posting

*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel/Hotels/Restaurants/Airlines/Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

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: nxxxxxxxxla@gmail.com

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

Professional strengths:

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

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

10.4.3: 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

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.

10.4.4: 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 10.5: Understanding Entrepreneurship

Unit Objectives

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

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

10.5.1: 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.

10.5.2: 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.

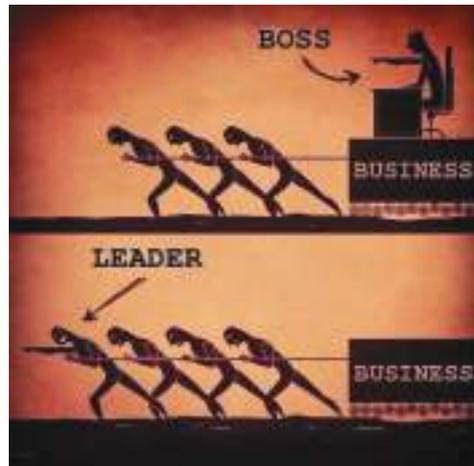


Fig. 10.5.1: Difference between Leader and Boss

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.

10.5.3: 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

- 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 2

Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask

De-brief question:

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

Say

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

Activity 3

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

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

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

Do

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

Notes for Facilitation

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

Example:

Here's how your pitch could come together:

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

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

Summary

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

10.5.4: 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.

- You have just set up your business and need extra human resource. You have tried interviewing 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

- 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. 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.

10.5.5: 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

Do your SWOT analysis

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

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.

10.5.6: 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.

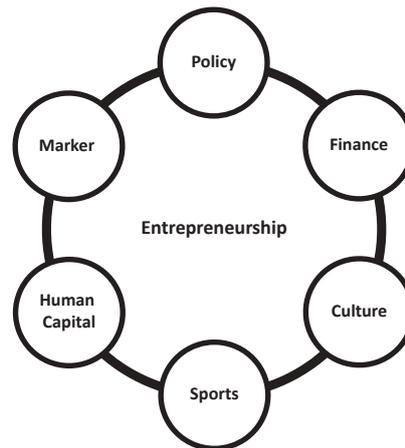


Fig. 10.5.1: key domains of entrepreneurship

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.

10.5.7: 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

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

Activity De-brief

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

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

Activity De-brief

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

Do

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

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.

10.5.8: 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 10.6: Preparing to be an Entrepreneur

Unit Objectives

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

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

10.6.1: 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 of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

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

Team Activity

Market Study

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

Activity De-brief

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

Do 

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

Say 

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

Ask 

- What factors will you keep in mind before opening it?

Say 

- Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

- Let’s learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- This is a group activity.
- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief

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

Do

Instruct the participants that this is group work.

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

Activity De-brief

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

Say

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

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.

10.6.2: 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

10.6.3: 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

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him order regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose a old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the cloths in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs. Sushma. The appointment was fixed for next day, 11:00 AM and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 AM, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 AM. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill, she realizes that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

Say

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

Do

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

Say

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

Activity

Group Discussion

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

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.

10.6.4: 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.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

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

Say

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

Say

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do

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

Say

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

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

Notes for Facilitation

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

10.6.5: 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

10.6.6: 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

- 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.

10.6.7: 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.

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	CCTV Supervisor		
Qualification Pack Name & Ref. ID	MEP/ Q7104, V1.0		
Version No.	1.0	Version Update Date	27/03/2018
Pre-requisites to Training (if any)	Preferably equivalent to 12th (Average literacy of reading, writing and understanding)		
Training Outcomes	<p>After completing this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Monitor premises and security operations: Be able to monitor premises and security unit's operations. 2. Supervise CCTV operations: Supervise CCTV operations to secure assigned premises. 3. Maintain CCTV system: Maintain operational performance of CCTV system. 4. Observe health and safety issues: Observe health and safety while monitoring security operations. 5. Perform basic security tasks: Be able to perform security tasks in accordance with basic security practices. 6. Understand the legal requirements: Understand the legal requirements and work within the law when undertaking private security tasks. 7. Perform domain-specific security tasks: Carry out private security tasks in commercial and industrial deployments. 8. Image building: Project positive image of self and the organization. 9. Communicate effectively: Communicate effectively with stakeholders. 10. Respond to emergencies: Identify potential hazards and threats to life, property and business operation and notify stakeholders. 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction	Introduction to the training program	<ul style="list-style-type: none"> • Introduction to course and ice-breaking • Learn about role of an CCTV Supervisor and job opportunities in the Private Security Sector 	Bridge Module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, blackboard, classroom, classroom furniture	1 Theory (1:00) Practical (0:00)

2	Monitor a security unit	Operations at a new or existing site	<ul style="list-style-type: none"> Undertake security operations at a new or existing site as per organisational procedure and briefing 	MEP/ N7126 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Class room training, charts	8 Theory (4:00) Practical (4:00)
		Operations of the security unit	<ul style="list-style-type: none"> Understand activities at the premises and operations of the security unit Manage resources 	MEP/ N7126 PC1, PC12, PC13, PC14, PC15, PC16, PC18, PC19, PC28, PC29, PC30, PC31, PC32, PC33	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Class room training, charts	8 Theory (4:00) Practical (4:00)
		Dealing with emergencies	<ul style="list-style-type: none"> Assess training standards, report on training needs and facilitate training team members Deal with emergencies 	MEP/ N7126 PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC34, PC35, PC36, PC37, PC38, PC39, PC40, PC41, PC42	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Class room training, charts	8 Theory (4:00) Practical (4:00)
		Documentation and reports	<ul style="list-style-type: none"> Carry out documentation Prepare and submit reports 	MEP/ N7126 PC43	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Class room training, charts	7 Theory (3:00) Practical (4:00)
		Administration and welfare activities	<ul style="list-style-type: none"> Carry out administration and welfare work 	MEP/ N7126 PC44, PC45, PC46, PC47, PC48, PC49, PC50, PC51, PC52	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Class room training, charts	4 Theory (0:00) Practical (4:00)
		3	Supervise CCTV operations	Control room operations	<ul style="list-style-type: none"> Manage control room operations <ul style="list-style-type: none"> Takeover shift Control access to control room Cover ongoing security event/ incident Record event and preserve footage Maintain confidentiality 	MEP/N7127 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11	Classroom lecture/ PowerPoint Presentation/ Question and Answer

		Monitoring premises using CCTV <ul style="list-style-type: none"> • Monitor premises <ul style="list-style-type: none"> o Familiarise with area of responsibility o Understand potential risk, threats and hazards • Monitor designated premises 	MEP/N7127 PC12, PC13, PC14, PC15, PC16 PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (4:00) Practical (4:00)
		Security breaches <ul style="list-style-type: none"> • Respond to breaches of security and irregular situations 	MEP/N7127 PC19, PC20, PC21, PC22, PC23, PC24	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (4:00) Practical (4:00)
		Maintaining documents <ul style="list-style-type: none"> • Record details in prescribed formats • Maintain documents 	MEP/N7127 PC25	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Incident reporting <ul style="list-style-type: none"> • Report incidents 	MEP/N7127 PC25	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (0:00) Practical (8:00)

4	Maintain operational performance of CCTV system	CCTV system installation	<ul style="list-style-type: none"> Understand details of CCTV system installed– types of camera, recording system, hardware, configuration, installation, characteristics coverage as per manual and organizational procedure 	MEP/ N7128 PC1, PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Functioning of equipment	<ul style="list-style-type: none"> Check and report functioning of equipment 	MEP/ N7128 PC3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Security of operation	<ul style="list-style-type: none"> Maintain security of operation 	MEP/ N7128 PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Incident reporting as per procedure	<ul style="list-style-type: none"> Report incidents as per procedure 	MEP/ N7128 PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)

		Archiving records	<ul style="list-style-type: none"> Manage recorded media and archive 	MEP/ N7128 PC9, PC10, PC11, PC12, PC13, PC14	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Sharing records	<ul style="list-style-type: none"> Share recorded media 	MEP/ N7128 PC15, PC16, PC17	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Confidentiality	<ul style="list-style-type: none"> Maintain confidentiality 	MEP/ N7128 PC21	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Reporting to supervisor	<ul style="list-style-type: none"> Maintain documents of operations Report to superior 	MEP/ N7128 PC18, PC19, PC20	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)

5	Observe health and safety during monitoring	Safety at workplace	<ul style="list-style-type: none"> Maintain desired safety standards at workplace 	MEP/ N7129 PC1, PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Personal safety	<ul style="list-style-type: none"> Maintain personal safety and safety of others 	MEP/ N7129 PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Potential risk, threats and hazards	<ul style="list-style-type: none"> Identify potential risk, threats and hazards 	MEP/ N7129 PC6, PC7, PC8, PC9, PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Medical emergencies	<ul style="list-style-type: none"> Deal with medical emergencies 	MEP/ N7129 PC15, PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)

		Reporting emergencies	<ul style="list-style-type: none"> Respond to incident/emergency 	MEP/ N7129 PC11, PC12, PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
		Rescue efforts	<ul style="list-style-type: none"> Communicate effectively with security unit, superiors, police and others Cooperate in rescue efforts 	MEP/ N7129 PC14	Classroom lecture/ PowerPoint Presentation/ Question and Answer	CCTV installed premises and control room/ laboratory, CCTV footage, projector, computer, monitor, etc.	8 Theory (3:00) Practical (5:00)
6	Security and security practices and tasks	Private security sector	<ul style="list-style-type: none"> Security organisations Private Security Sector (PSS) Private security tasks and guarding duties 	MEP/ N7101 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts – weapon and fire-arm, badges of rank, security organisation, risks and threats	7 Theory (3:00) Practical (4:00)
		Commonly used weapons and firearms	<ul style="list-style-type: none"> Risks, Threats, Hazards/ Disasters and Emergencies Weapons and firearms Improvised explosive devices (IED) Military and police ranks 	MEP/ N7101 PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts – weapon and fire-arm, badges of rank, security organisation, risks and threats	6 Theory (2:00) Practical (4:00)

7	Basic rules pertaining to private security service and security personnel	Right to private defence	<ul style="list-style-type: none"> • Right to private defence, important body and property offences and cognisable and non-cognisable offences • Aid to magistrate, duty of public to inform about certain offences, arrest by private person, complaints and first information report and warrants and summons • Difference between legal and illegal activities; take cognisance of offences and report to superiors and police • Basics of Human Rights; obligations of the holder of an arms licence, explosives and explosive substances 	MEP/ N7102 PC1, PC2, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Classroom training	5 Theory (2:00) Practical (3:00)
		Unarmed security guard	<ul style="list-style-type: none"> • Physical standards, security training, verification, uniform, ID cards for security guards as per PSARA – 2005 • Rights and entitlements of workers • Roles and responsibilities of unarmed security guard • Internal or police investigations and giving evidence in the court • Lodging of complaints or assisting others in filing first information report 	MEP/ N7102 PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Classroom training	5 Theory (3:00) Practical (2:00)

8	Provide security in commercial and industrial deployments	Peculiarities of commercial and industrial deployments	<ul style="list-style-type: none"> Understand types and peculiarities of commercial and industrial deployments and their surveillance through CCTV systems 	MEP/ N7109 & MEP/ N7110 PC1, PC2, PC3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts of various commercial and industrial domains, CCTV systems in such domains	8 Theory (4:00) Practical (4:00)
		Do-main-specific risks and threats	<ul style="list-style-type: none"> Follow organisational procedure and instructions Understand domain-specific risks and threats 	MEP/ N7109 & MEP/ N7110 PC5, PC6, PC7,8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts of various commercial and industrial domains, CCTV systems in such domains	8 Theory (4:00) Practical (4:00)
		Guarding services at the commercial and industrial deployments	<ul style="list-style-type: none"> Provide guarding services at the commercial and industrial deployments 	MEP/ N7109 & MEP/ N7110 PC1, PC2, PC3, PC4	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts of various commercial and industrial domains, CCTV systems in such domains	8 Theory (4:00) Practical (4:00)
		Behavioural standards while carrying out guarding duties	<ul style="list-style-type: none"> Show desired behavioural standards while carrying out guarding duties 	MEP/ N7109 & MEP/ N7110 PC5, PC6, PC7,8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Charts of various commercial and industrial domains, CCTV systems in such domains	8 Theory (4:00) Practical (4:00)
9	Image projection	Grooming	<ul style="list-style-type: none"> Comply with organisation's standards of grooming and personal behaviour Wear organisation's uniform correctly and smartly Carry and use personal protection gear and equipment 	MEP/ N7111 PC1,2, PC3, PC4, PC5, PC6, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Male and female mannequins draped in security guard's uniform and accoutrements, personal protection gear. Communication equipment	6 Theory (3:00) Practical (3:00)

		Effective communication at workplace	<ul style="list-style-type: none"> Observe organisation's 'Meet and Greet Procedure Observe confidentiality as per organizational procedure Observe discipline and punctuality Communicate effectively and assertively 	MEP/ N7111 PC8, PC9, PC10, PC511	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Male and female mannequins draped in security guard's uniform and accoutrements, personal protection gear. Communication equipment	6 Theory (2:00) Practical (4:00)
Total							Total Duration 250:00 Theory Duration 110:00 Practical Duration 150:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for CCTV Supervisor	
Job Role	CCTV Supervisor
Qualification Pack	MEP/ Q7104, 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 Management & Entrepreneurship and Professional Skills Council . Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
MEP/N7126 Monitor a security unit	PC1.commence operations at a new or existing site, as instructed	145	2	1	1
	PC2.follow organizational procedures and site instructions		2	1	1
	PC3.receive briefing from superiors		2	1	1
	PC4.receive shift report from outgoing supervisor		2	1	1
	PC5.assume charge of an assigned premises/ area of responsibility		2	1	1
	PC6.take attendance of personnel and report about deficiency, if any		2	1	1
	PC7.plan and organize manpower and equipment resources		3	1	2
	PC8.prepare duty roster for the shift		3	2	1
	PC9.assign tasks to team members		3	1	2
	PC10.issue security and safety equipments to team members, as required		3	1	2

PC11.deploy personnel and equipment as per site instructions	3	2	1
PC12.organise collection of intelligence and information	3	2	1
PC13.check work of team members	3	2	1
PC14.control entry/ exit to control room	3	2	1
PC15.liaise with fire, maintenance personnel	3	2	1
PC16.be available to resolve concerns/ grievances of team members	3	2	1
PC17.resolve issues and report problems to superiors	3	2	1
PC18.motivate security team through personal example and involvement	3	2	1
PC19.report on performance standards of personnel	3	2	1
PC20.report on training needs of personnel	3	2	1
PC21.carry out/ facilitate on-the-job-training for personnel	3	2	1
PC22.report and record incidents	3	2	1
PC23.carry out routine and surprise checks	3	2	1
PC24.participate in rehearsals as per instructions and report about the standard of response of security personnel and stakeholders	3	2	1
PC25.communicate with superiors/ team members and other stakeholders	3	2	1
PC26.comply with organisation's standards of grooming, conduct and performance	2	1	1
PC27.prepare shift report and handover to the reliever	3	2	1
PC28.plan and arrange personnel and equipment in line with the site instructions	3	2	1
PC29.report suitability of personnel and equipment provided for specific tasks	3	2	1
PC30.cater for anticipated threat/ risks	3	2	1
PC31.prioritise emergent situations	3	2	1
PC32.take proactive measures against possible threat/ risks to the people, property and premises	3	2	1
PC33.record and report status and issues related to personnel and equipment	3	2	1
PC34.operate as part of organisation's response team	3	2	1
PC35.liaise with on-site emergency team, if constituted	3	2	1
PC36.participate in periodic rehearsals with the team on various emergency scenario	2	1	1
PC37.anticipate emergencies/ contingencies to the assigned premises	2	1	1
PC38.take support from stakeholders and other departments	2	1	1
PC39.report to designated superior and other agencies during an emergency	3	2	1
PC40.assist in evacuation of the premises	3	2	1
PC41.assist in on-site briefing and guidance for fire fighters, rescue workers and medical teams	3	2	1
PC42.cooperate with in-house or police investigation	3	2	1

	PC43.report and record incidents		3	2	1
	PC44.coordinate and liaise with stakeholders		3	2	1
	PC45.know your team members		3	2	1
	PC46.listen to and address grievance of team members		3	2	1
	PC47.intimate management about grievances		3	2	1
	PC48.facilitate resolution of HR/ administration-related problems of team members		3	2	1
	PC49.motivate team members through personal example and concern		3	2	1
	PC50.be impartial in performance of duties		2	1	1
	PC51.ensure health and safety of team members in workplace		3	2	1
	PC52.recommend achievers for reward/ recognition		3	2	1
		Total	145	90	55
MEP/N7127 Supervise CCTV operations to secure premises	PC1.familiarise with the layout and coverage of a CCTV system in the assigned premises	80	3	2	1
	PC2.take over shift duty from the predecessor		3	2	1
	PC3.receive briefing and instructions from a designated superior		3	2	1
	PC4.control access to the CCTV control room in line with organizational procedure		3	2	1
	PC5.cover an on-going security situation, if any		3	2	1
	PC6.monitor CCTV and pay equal attention to all monitors		3	2	1
	PC7.ensure recording of CCTV footage for archival/ evidence purpose		3	2	1
	PC8.preserve footage, as per instruction		3	2	1
	PC9.maintain confidentiality as per organizational procedure		3	2	1
	PC10.record and report events as per procedure		3	2	1
	PC11.brief the reliever and hand over shift duties		3	2	1
	PC12.familiarise with the area of responsibility		3	2	1
	PC13.appreciate premises-specific threat/ risks		3	2	1
	PC14.scan and monitor premises as per site instructions		3	2	1
	PC15.monitor designated premises with the use of CCTV as per site instructions and laid down procedure		3	2	1
	PC16.monitor the area of responsibility using approved surveillance techniques/ patterns and based on site instructions		4	2	2
	PC17.report irregular situations to superior/ concerned agency		4	2	2
	PC18.record details related to incidents/ operations in approved formats		4	2	2
	PC19.scan the area of responsibility using approved surveillance techniques/ patterns and based on site instructions		4	2	2
	PC20.look for irregular situations, exceptions and breaches to security and safety		4	2	2

	PC21.respond to early indications of a security breach/ irregular situations		3	1	2
	PC22.respond to security incidents based as per organizational instructions		3	1	2
	PC23.report to designated superior		3	1	2
	PC24.obtain help from security unit/ stakeholders/ concerned agencies as per organizational protocol		3	1	2
	PC25.record and report details of exceptions, breaches, and irregular situations, as well as response, in line with organizational protocol		3	1	2
		Total	80	45	35
MEP/N7128 Maintain operational performance of CCTV system	PC1.operate CCTV system in line with manufacturer's instructions and organizational procedures	45	2	1	1
	PC2.ensure safety precautions and correct handling of equipment		2	1	1
	PC3.carry out basic operational checks / inspection to confirm that the equipment is in operational use		2	1	1
	PC4.report functioning/ malfunctioning to designated superior as per organizational procedure		2	1	1
	PC5.secure the assigned equipment		2	1	1
	PC6.respond to signals/ alarms from equipment as per organizational procedure		2	1	1
	PC7.communicate system breakdown to designated superior so that back-up security process can be initiated		2	1	1
	PC8.maintain records and media pertaining to operations in the prescribed format		2	1	1
	PC9.handle surveillance equipment (hardware/ software) in line with manufacturer's instructions and organizational procedure		2	1	1
	PC10.handle recorded media as per organizational procedure		2	1	1
	PC11.store and secure the recorded media as per organizational procedure		2	1	1
	PC12.share the recorded media with authorized person (s) on instructions from designated superior		3	2	1
	PC13.maintain security and confidentiality of recorded media		3	2	1
	PC14.maintain documentation pertaining to events and recorded media in the prescribed format		3	2	1
	PC15.share the recorded media with authorized person(s) only on instructions from designated superior		2	1	1
	PC16.obtain clarifications and approval from designated superior before sharing data and information		2	1	1
	PC17.retrieve recorded media from archives as per approved procedure		2	1	1
	PC18.operate equipment/ take assistance from technical personnel to identify, isolate and copy footage from archives		2	1	1
	PC19.hand over recorded media in accordance with organisational procedure		2	1	1
	PC20.complete process-related documentation		2	2	0
	PC21.maintain security and confidentiality		2	1	1

		Total	45	25	20
MEP/N7129 Observe health and safety while monitoring security operations	PC1.carry out safety of workplace in line with organisational procedures	70	4	2	2
	PC2.keep emergency and escape routes free from obstructions and report violation		4	2	2
	PC3.wear personal safety gear and clothing as per organisational procedure		4	2	2
	PC4.check violators of defined safety and security instructions and report violations		4	2	2
	PC5.report to superiors and emergency service organisations for assistance in the event of emergencies		4	2	2
	PC6.undertake physical exercises and activities (commensurate with age)		4	2	2
	PC7.maintain personal hygiene and good habits		4	2	2
	PC8.refrain from alcohol, tobacco, drugs and other intoxicants		4	2	2
	PC9.guard against sexually transmitted diseases and HIV		5	3	2
	PC10.take precautions against common ailments		5	3	2
	PC11.identify and report fire hazards		5	3	2
	PC12.carry out fire-fighting in line with organisational training and procedures		5	2	3
	PC13.report fire incidents to superiors and emergency service organisations		5	2	3
	PC14.participate in evacuation of casualty and premises		5	2	3
	PC15.render first-aid		4	2	2
	PC16.use available basic first-aid equipment		4	2	2
	Total	70	35	35	
MEP/N7101 Perform security tasks in accordance with basic security practices	PC1.cary out assigned security duties in line with procedures and instructions	40	7	3	4
	PC2.respond and report about risks and threats		6	2	4
	PC3.respond and report about hazards and emergencies		7	3	4
	PC4.assist police and other organisations, if required		5	2	3
	PC5.recognise rank/ badge of rank in police and military		5	2	3
	PC6.identify various arms in use in public and police		5	2	3
	PC7.identify improvised explosive devices		5	1	4
	Total	40	15	25	
MEP/N7102 Conform to regulatory and legal requirements governing security tasks	PC1.comply with basic legal provisions applicable role and tasks	15	5	3	2
	PC2.obtain clarity in case of lack of understanding		2	1	1
	PC3.take cognisance of offences and report to superiors/ police		4	3	1
	PC4.cooperate in investigations		2	1	1
	PC5.give evidence in court, if required by law		2	1	1
	Total	15	9	6	

MEP/N7109 Perform security in commercial deployments	PC1.carry out security duties as per organisation's procedures and instructions	35	3	1	2
	PC2.respond to domain-specific risks and threats		6	3	3
	PC3.operate security equipment		5	1	4
	PC4.communicate effectively with concerned stakeholders		5	1	4
	PC5.follow good behavioural standards		5	1	4
	PC6.maintain basic security registers as prescribed		6	2	4
	PC7.report incidents to superiors		5	1	4
	Total		35	10	25
MEP/N7110 Perform security in industrial deployments	PC1.carry out security duties as per organisation's procedures and instructions	35	3	1	2
	PC2.respond to domain-specific risks and threats		6	3	3
	PC3.operate security equipment		5	1	4
	PC4.communicate effectively		5	1	4
	PC5.follow good behavioural standards		5	1	4
	PC6.maintain basic security registers as prescribed		6	2	4
	PC7.report incidents to superiors		5	1	4
	Total		35	10	25
MEP/N7111 Project positive image of self and the organisation	PC1.maintain good health, personal hygiene & sanitation	50	4	1	3
	PC2.comply with organisation's standards of grooming and personal behaviour		5	2	3
	PC3.stay free from intoxicants (alcohol, tobacco and drugs)		5	2	3
	PC4.wear organisation's uniform with name tab correctly and smartly		7	2	5
	PC5.wear, carry and use personal protection gear and equipment		6	3	3
	PC6.co-operate with team members		5	2	3
	PC7.observe organisation's 'Meet and Greet Procedure'		3	1	2
	PC8.observe confidentiality as per organisational procedure		3	1	2
	PC9.observe discipline and punctuality		3	1	2
	PC10.carry out assigned tasks and duties diligently		5	3	2
	PC11.co-operate with team members		4	2	2
	Total		50	20	30



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