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ASCI
Agriculture Skill Council of India

Facilitator Guide



Sector

Agriculture and Allied

Sub-Sector

**Forest, Environment and
Renewable Energy Management**

Occupation

Agro Forestry Management

Reference ID: **AGR/Q6103** Version 1.0

NSQF Level: 4

Forest Nursery Raiser



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

We are thankful to all organizations and individuals who have helped us in preparation of this facilitator guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This facilitator guide will lead to successful roll out of the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome the suggestions from users, industry experts and other stakeholders for any improvement in future.

About this Guide

This Trainer guide is intended to empower the trainer/facilitator to prepare the participant to become 'Forest Nursery Raiser' as per the Qualification Pack (QP).

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on the job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also to guide them for raising healthy forestry seedlings in the nursery and to transplant in forest lands.

The guide is neither a substitute nor complete road map, but an aid to help you to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the handbook. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension.

Facilitator with the help of this guide will be able to build among participants:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore
- **Performance Criteria:** Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures
- **Professional Skills:** Capacity to settle on operational choices relating to the zone of work

The job will also help them learn more by field visits and providing hands on training. 'Forest Nursery Raiser' may deal with different plant species and the focus may vary from region to region. The evaluation parameters, therefore may also vary slightly from place to place. But it has to be ensured that these are in accordance with the knowledge imparted and time spent for skilling. It is expected that irrespective of the region, knowledge on all aspects of Forest Nursery Raiser will be imparted to trainees.

Symbols Used



Ask



Activity



Do



Demonstrate



Explain



Elaborate



Example



Exercise



Facilitation Notes



Field Visit



Learning Outcomes



Notes



Objectives



Practical



Resources



Role Play



Summarize



Say



Team Activity

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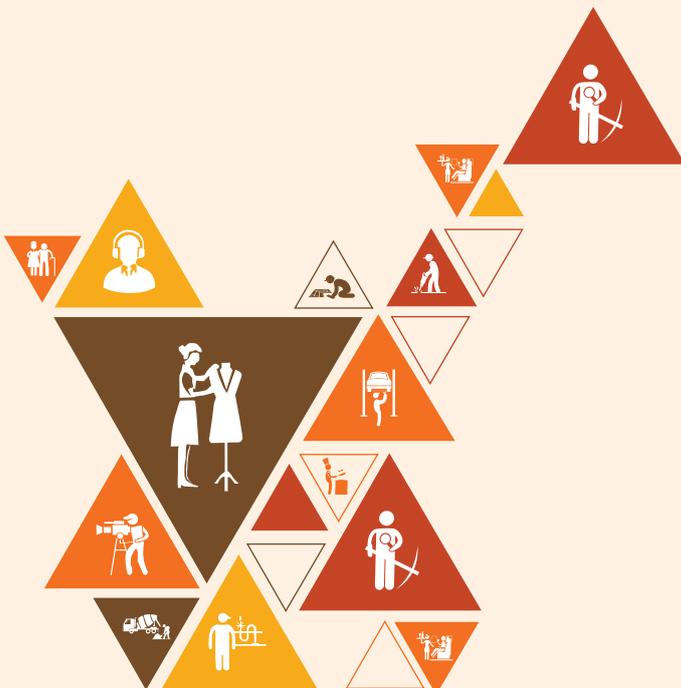
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1. Introduction

Unit 1.1 - Introduction to Forest Nursery

Unit 1.2 - Types of Forest Nursery



Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Explain the scope and importance of forest nursery in India
2. Enlist different economically & socially important plant species, endemic plant species, endangered plant species etc
3. Illustrate the usage and market demand for nursery products
4. Explain the role of a 'Forest Nursery Raiser'

UNIT 1.1: Introduction to Forest Nursery

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the importance of forest nursery in India
2. Explain the role of forest nursery raiser

Resources to be Used

- Participant handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts/paper, Marker, duster
- Power point slides, Pictures / posters e.g. that can depict various role of forest nursery raiser and specific innovative images related to forest nursery

Notes

This is the first session of the training program. Greet the participants & give your brief introduction to participants, background and your role in the training program. Describe participants the purpose of the program, session plan, assessment criteria etc. Also discuss about scope & career progression in forest nursery.

Say

- Start the session by discussing about raising forest nursery.

Elaborate

This chapter briefs about the basic concept of Forest Nursery and its importance. Discuss the undermentioned points:

- What is forest nursery
- The objectives of forest nursery
- The Importance and role of forest nursery
- The criteria of classification of forest nurseries in India
- Comparison between forest nursery and farming
- Legal /government guidelines applicable for raising forest nursery
- Need for raising nurseries for large scale afforestation

Ask

- Explore with participants what they understand about the word Skill, forest nursery etc.
- Ask three volunteers to give a short speech as what will they do to improve their own skills in raising forest nursery
- Ask few participants to describe people and their occupations who are directly dependent on forest nursery to earn living.

Say

- Sum up the key learning of above group discussion topics and relate it to the role and responsibility of forest nursery raiser.
- Highlight and elaborate the job role of forest nursery raiser and their importance

Notes for Facilitation

- A brief general explanation of terms used in participant handbook will help participants to take part in discussions.
- Make participants understand the concept of forest nursery, comparison with agriculture, raising of forest nursery, Importance and scope of forest nursery
- Encourage participants of group discussion to ask questions so that they can clear their doubts (if any) on future job role.
- Assist participants to streamline their thought process while discussing the question.
- Indicate briefly the option for career progression and career mobility of forest nursery raiser. He /she can work anywhere in India or even seek employment outside the country.
- Inculcate the serving attitudes and create awareness of 'people' dimensions associated with forest nursery.
- Empower participants to systematically think about forest nursery activities.

Exercise

Key Solutions to PHB Exercises

1. A production unit that grows planting stock (seedlings and saplings) of forest trees and shrub is known as Forest nursery.
2. Scope of Forest nursery:
 - The National Forest Policy stipulates that one third geographic area of the country should be brought under forest/tree cover. Keeping the same in focus, the Approach Paper to the X Five Year Plan has targeted to bring 25 percent area under forest/tree cover by the end of the Tenth Plan period.
 - It also emphasises on establishment of modern nurseries on a catchment area basis to provide quality planting material.
 - Promotion of decentralised nurseries through credit in the rural areas will lead to easy and timely availability of planting material and in the process lead to creation of employment opportunities and income generation in the rural areas.
 - Forest nurseries will be one of the means for active participation of the communities in future forest regeneration programmes.

3. Objectives of forest nursery:

- Some important species do not seed every year. Plantations of these species can be raised annually, only by sowing all available seeds in nursery to raise seedlings to be planted out various years.
- Success of road side avenue plantations depends largely on planting tall and sturdy plants which can be only obtained from nursery.
- Plantations of some species, when raised by direct sowing are not so successful when raised by transplanting their seedlings. In such cases, nursery is an essential part of artificial regeneration to these species.
- The best method for introduction of exotics, tropical Pines, Poplars Eucalyptus etc. is only by, planting and therefore nursery is very essential for them.

UNIT 1.2: Types of Forest Nursery

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify the types of forest nursery and its importance

Resources to be Used

- Participant handbook, Pens / pencils, Notepad, Sticky Notes, Projector, Computer, Flip charts/paper, Marker, duster White board, etc.
- Slides in power point presentation showing images of seedlings of forest tree species such as *Acacia nilotica*, *Prosopis cineraria*, *Eucalyptus tereticornis*, *Azadirachta indica*, *Melia dubia*, *Melia composita*, *Ailanthus excelsa*, *Tectona grandis*, *Terminalia arjuna*, *Moringa oleifera*, etc.

Elaborate

- Explain the key features of forest nursery in broad details i.e. importance selected tree in the field condition
- Describe how to make a plan of raising forest nursery, rules and regulations related to forest nursery.

Explain in details classification of forest nurseries:

A. On the basis of area size:

Based on the water availability, forest nurseries are classified into:

- i. Dry Nursery
- ii. Wet Nursery

B. On the basis of planting stock:

Based on the planting stocks produced, forest nurseries are classified into:

- i. **Bareroot Nursery:** In bareroot nursery, plants grow directly in the nursery soil and the roots are separated from the soil at the time of lifting. The lifted planting stock is further handled and planted without soil surrounding the roots.
- ii. **Container Nursery:** In container nursery, plants are grown with roots in a growing medium held in a container. Roots of lifted plants are covered by the adhering growing medium.

C. On the basis of size of seedlings:

Based on the seedling size, forest nurseries are classified into:

- i. Seedling Nursery
- ii. Transplant Nursery

D. On the basis of ownership:

Based on ownership, forest nurseries are classified into:

- Institutional nurseries
- Government nurseries
- Industrial nurseries
- Project nurseries
- Community nurseries
- Group nurseries
- Individual nurseries

E. On the basis of duration of the use:

Based on the duration of their use, forest nurseries are classified into:

- Temporary nursery

Also define the advantages of temporary nurseries:

Example

- Give example of each type of forest nursery in India and in abroad and show them through power point presentations and describe their characteristics features in details.

Demonstrate

- Demonstrate type of forest nursery available in demonstration area to participants in field and describe their characters.
- Ask participants to identify the various type of forest tree species used in forest nursery as well as field condition like *Acacia nilotica*, *Prosopis cineraria*, *Eucalyptus tereticornis*, *Azadirachta indica*, *Melia dubia*, *Melia composite*, *Ailanthus excelsa*, *Tectona grandis*, *Terminalia arjuna*, *Moringa oleifera*, etc.

Team Activity

This is a peer learning activity to learn about basics of forest nursery.

- Divide the class into four teams. Assign one topic to each group from below list. No team should be given the same topic Give sufficient time for teams to refer to the text in participant manual related to assigned topics and discuss among them. Facilitate team members to answer any query related to topics. After this, each team will take their turn and present the assigned topic.
- Suitable tree species for forest nursery
- Criteria of well designed forest nursery
- What type of soil requirement for raising forest nursery

Say

- Sum up the key learning of above group discussion assignment topics
- Emphasize and elaborate on important aspects of each type of forest nursery and their main key considerations.
- Emphasize and elaborate the job role of forest nursery raiser and their importance

Notes for Facilitation

- A brief general explanation of all terms used in participant manual in unit type of various forest nurseries
- Encourage participants of group discussion to ask questions so that they can clear their doubts on any topic
- Encourage peer learning among participants in the class by answering other participant's questions
- Ensure more pictorial presentation of learning where ever possible in classroom
- Ensure practical session where ever required

Exercise**Key Solutions to PHB Exercises****1. Types of forest nursery:****A. On the Basis of Area Size:**

- Small Nursery
- Medium Nursery
- Large Nursery

B. On the basis of irrigation facility:

- Dry Nursery
- Wet Nursery

C. On the Basis of Planting Stock:

- Bareroot Nursery
- Container Nursery

D. On the Basis of Size of Seedlings:

- Seedling Nursery
- Transplant Nursery

E. On the Basis of Ownership:

- Institutional Nurseries
- Government Nurseries
- Industrial Nurseries
- Project Nurseries
- Community Nurseries
- Group Nurseries,
- Individual Nurseries

F. On the Basis of Duration of the Use:

- Temporary Nursery
- Permanent Nursery



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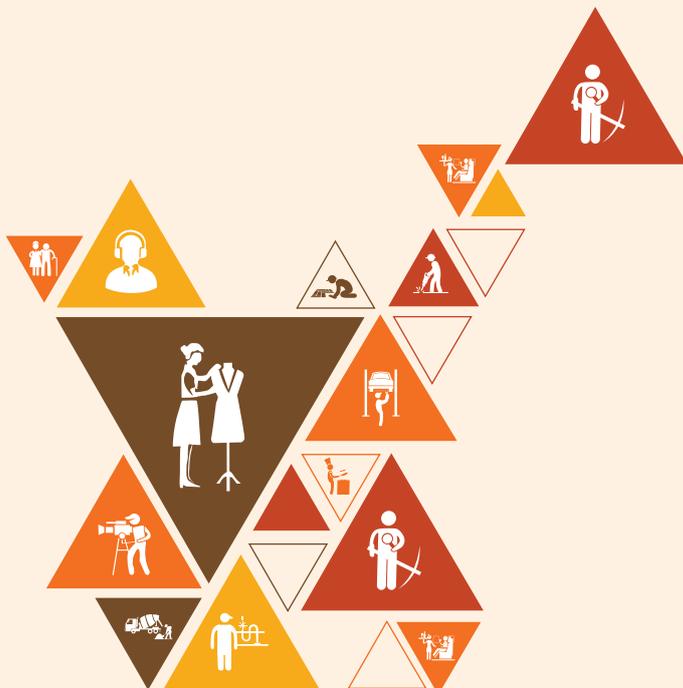
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2. Selection of Appropriate Site and Construction of Forest Nursery

Unit 2.1 - Site Selection of Forest Nursery

Unit 2.2 - Construction of Forest Nursery



AGR/N6112

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Identify and select appropriate site for nursery establishment
2. Construct forest nursery as per operational requirements
3. Comply with the occupational health & safety requirements relevant to work
4. Explain the prevailing state laws and legal policies in the local forest area
5. Describe relevant forest regulations such as forest rights act of India

UNIT 2.1: Site Selection of Forest Nursery

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify and select appropriate site for nursery establishment

Resources to be Used

This chapter discusses about importance of planning for raising of seedlings under Forest Nursery

Parameters to be considered for planning:

- Site selection
- Availability of land
- Availability of labour
- Water requirement
- Number of plants to be produced each year
- Type and size of plants
- Location of the plantations
- Expected life of the nursery

Elaborate

The nursery site should be located in the nutrient rich/medium soil, near to water source, free from soil pathogens and insects, availability of cheap and skilled labors and has good access to the main road for easy transportation. The site should be on gently sloping area and away from other tall crops: this is important for good drainage as well as to encourage air circulation. An appropriate site must be selected for the most effective, efficient, and economical design of a nursery. The purpose and target of plants to be produced will decide the site selection and its improvement. Careful observation of site conditions and an assessment of past and present climatic records are important. If desired, make a list of potential nursery sites and compare them using a decision matrix.

Generally a good nursery should consist of water tank/pond, water pump/pump house, seed and fertilizer store room, implement shed, germination/mother bed area; potting/container filling area, seedling raising area, worker mess/hall, office room, propagation structures, compost area, etc. A nursery is usually arranged in a series of beds with pathway between them. An open area is needed at one end, where work such as sieving of soil and filling of containers can be done. Usually a room/shelter is required for staff and the watchman, and where equipment can be securely stored. Layout should be in a way that enables operations to flow logically through the nursery so as to save labor and time. Roads and paths within the nursery should be carefully planned. The nursery facilities should be kept clean. Every effort should be made to control weeds in and around the nursery as weeds may host insects and pathogens.

Explain technical factors which need to be considered when establishing a nursery and are discussed in PHB and again shared here for ease of content access.

Land of Availability

It is important that the site selected for the nursery has enough land to raise the number of seedlings needed, and if possible, room for expansion. A small nursery raising 20,000 plants in 4 by 6 size pots, and keeping the plants in a nursery for a year could require about 500m² of land. But for sloping sites the land requirement may be double the size, that is, 1000m². The size of the nursery depends on the number of plants to be produced, the time they will remain in the nursery, as well as the quality and slope of the site.

Water Supply

The nursery site should be located near the source of water either from a running stream or main pipe water supply to sustain rapid and healthy growth of the seedlings. Alternatively, a water storage tank should be installed for sustainable water supply.

Topography

The area for tree nursery establishment is preferably flat with a gentle slope to allow for drainage. Contour terracing should be done if the slope is in excess of 2 per cent.

Size: The size of the area must be large enough to accommodate any possible expansion of the nursery.

Location: The nursery site should be located near the planting site to minimize injury in handling and during transportation. It must be easily accessible to facilitate nursery field operations and supervision. Access roads should be usable during all seasons of the year.

Soil: Deep, good-structured, easily pulverized soil is desirable. Avoid shallow soils with a hard sandstone band near the surface. Soil containing too much clay has poor drainage characteristics and should not be considered in site selection.

Preparation of media

Most of the plants are multiplied on nursery beds. Solarisation is an effective and eco-friendly method of soil sterilization and it involves trapping of solar heat and energy through polythene covering. This raises the temperature of media to the level where it becomes lethal to soil micro-organisms.

Exposure to Frost, Strong Winds and Flooding

At high altitudes, sites which are particularly liable to frost damage should be avoided. Such areas include valley bottoms and other sides where the downward flow of cold night air is common due to a dense belt of trees or shrubs below the site. Other natural hazards should also be avoided. Areas threatened by landslides, subject to flooding or strong winds must be avoided.

Availability of labour

A lot of labour is required for the construction of a nursery and subsequent nursery activities. Hence nurseries should be located where labour is available. Sitting a nursery on a main trail near a village will also increase awareness and enhance patronage.

Nursery Design and Construction

The nursery design will vary according to the type of plants to be raised and topography of the land. Before construction begins, draw a sketch plan. Measurements should preferably be made with a tape, or a distance that can be paced. The plan should include:

- Fence or wall
- Internal paths
- Water tanks and distribution system
- Seedbeds
- Soil storage shelter
- Working area
- Compost-making area

Field Visit



- Take them to the nearby field, land or existing forest nursery and demonstrate the site selection characteristics

Exercise



Key Solutions to PHB Exercises

1. Criteria of site selection to establish a forest nursery are:

- Availability of land: It is important that the site selected for the nursery has enough land to raise the number of seedlings needed, and if possible, room for expansion.
- Water supply: A reliable and adequate water supply is always a requisite in nursery establishment. The nursery sites should be located near the source of water to sustain rapid and healthy growth of the seedlings.
- Topography: The area for tree nursery establishment is preferably flat with a gentle slope to allow for drainage. Contour terracing should be done if the slope is in excess of 2 per cent.
- Size: The size of the area must be large enough to accommodate any possible expansion of the nursery.
- Location: The nursery site should be located near the planting site to minimize injury in handling and during transportation.
- Availability of labour: A lot of labour is required for the construction of a nursery and subsequent nursery activities. Hence nurseries should be located where labour is available.

UNIT 2.2: Construction of Forest Nursery

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Construct forest nursery as per operational requirements
2. Comply with the occupational health & safety requirements relevant to work
3. Explain the prevailing state laws and legal policies in the local forest area

Resources to be Used

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, duster, flip charts/paper slides in power point presentation showing specific innovative images of various designs of nursery, type of nursery, etc.

Say

- Welcome the participants in training session “Construction of forest nursery”. Before beginning the session, recapitulate the previous session discussion.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
 - ✓ What is the role of Forest Nursery Raiser?
 - ✓ What is the scope and importance of Forest Nursery Raiser?
 - ✓ What are the criteria of site selection to establish a Forest Nursery?
- Motivate participants to give answers to questions
- Clarify the doubts of participants if any

Discuss about Nursery Design and Construction Design

The nursery design will vary according to the type of plants to be raised and topography of the land. Before construction begins, draw a sketch plan. Measurements should preferably be made with a tape, or a distance that can be paced.

The plan should include:

- Fence or wall
- Internal paths
- Water tanks and distribution system
- Seedbeds
- Soil storage shelter

- Working area
- Compost making area construction, the land must first be cleared of all rocks, stumps, trees and shrubs.
- **Fence or wall:** It is necessary that all animals are totally excluded from the nursery, so a fence or wall must be built. A stone wall 1.8m high is ideal. It should be about 60cm below ground and 120cm above, when measured from the outside, and with a layer of thorny shrubs on top of it. A stone wall is effective and long lasting.
- **Other structures:** A waterproof soil storage shelter is needed to store the potting mixture and to provide some working space. A large working shed as well as an office space is also required.

Demonstrate



Materials for tree nurseries:

- Seeds, soil, sand, compost
- Polypots: 8cm X 12cm, 10cm X 15cm and 12cm X 18cm
- Heavy gauge polybags for seed storage
- Wire, strings, mesh wire, nails soap
- Pens, pencils, waterproof markers
- Registers: nursery, seed and visitors
- Machete, knife, scissors, secateurs, germination trays, plant-carrying trays and soil
- Watering can with hoses

Exercise



Key Solutions to PHB Exercises

1. Selection criteria for appropriate potting mixture in forest nursery:
 - Reading: If the total area of the forest nursery is more than 4.0 ha (10 acres), it is advisable for the nursery to have a proper central road and a perimeter road. The central road will divide the nursery into two to four blocks, where growing areas will be on one side, while the buildings, and germination and potting areas will be on the other side.
 - Infrastructure and Facilities: Office and store buildings should be located at the entrance of the forest nursery. However, for a large forest nursery, the office and store should be in the centre of the whole area. For a containerised planting stock nursery, a single storey building for potting activities is required. The building should have enough space for preparing and storing potting media and to carry out all potting activities.
 - Growing Beds: In tropical countries, the growing beds should be laid out in a north-south direction. This direction provides maximum sunlight to all the seedlings. The width of the growing bed should normally be 1 m. The spacing between the growing beds should be between 0.5-1 m.
 - Other Structures: A waterproof soil storage shelter is needed to store the potting mixture and to provide some working space. A large working shed as well as an office space is also required.
2. Refer to Section 2.2-Materials for tree nurseries



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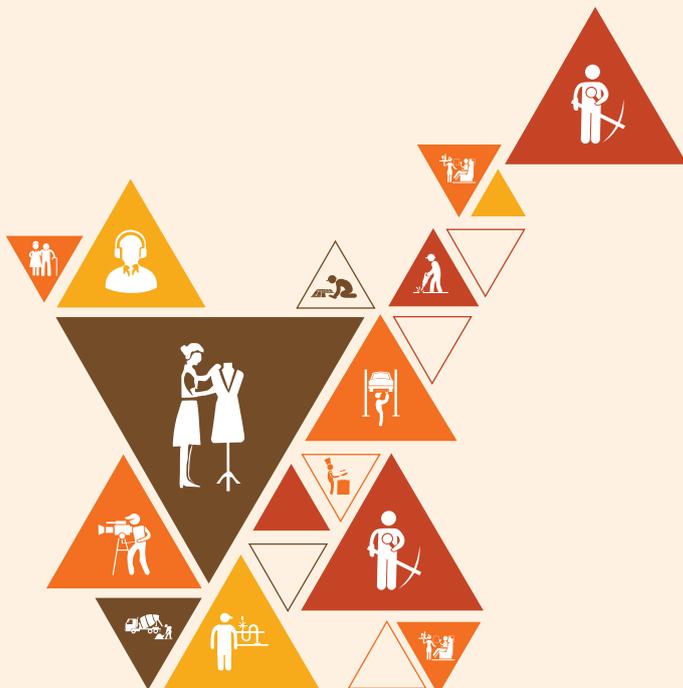
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3. Preparation of Nursery Beds and Procurement of Quality Seeds/Planting Materials

Unit 3.1 - Preparation of Forest Nursery Beds

Unit 3.2 - Quality Seedlings



AGR/N6113

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Prepare nursery bed as per the agro climatic requirements and habitat of the plant species-raised bed, sunken bed, levels beds, germination bed, transplant bed, storage bed, seedling bed and cutting bed, etc.
2. Procure quality seeds & planting propagules from authentic sources
3. Ensure quality stem/root cuttings for plant propagation
4. Record details of the planting material sown/planted

UNIT 3.1: Preparation of Forest Nursery Beds

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Prepare the nursery bed preparation
2. Raise the quality seedlings in forest nursery
3. Procure quality seeds & planting propagules from authentic sources

Say

We will discuss about the method of preparation of nursery beds for raising seedlings and concept of appropriate quality planting material.

Say that session will cover:

- Seed sourcing, collection and selection for rootstocks production
- Types of seed bed in forest nursery
- How to assess quality of seedlings in forest nursery?

Elaborate

Preparing a Germination Bed

Prepare a germination bed at most 1m wide, raised 15cm above the ground. Its length will depend on the number of seeds to be sown, size of seeds and available space.

Types of Nursery Beds viz., raised, sunken and level beds in India

- Raised bed
- Sunken bed
- Level beds
- Method of Seed collection
- Plant Propagation Structures
- Shade Net House;
- Glass/Greenhouses;
- Quality Propagules Production

Example

- Give example of forest tree species propagated in forest nurseries like *Acacia nilotica*, *Prosopis cineraria*, *Eucalyptus tereticornis*, *Azadirachta indica*, *Melia dubia*, *Melia composita*, *Ailanthus excelsa*, *Tectona grandis*, *Terminalia arjuna*, *Moringa oleifera*, etc.

Demonstrate



Take the participants for field visit. Show them following along with description of their key features/uses/management etc:

- Forest Tree Nurseries, Tissue Culture lab , Polyhouse Nurseries, Whole sale Nursery, Retail Nursery, etc.
- Various containers used in the nurseries for propagating plants like Seed Pan, Polythene bags, Plastic Trays, Terracota pots.
- A mixture of soil, sand, peat moss or cocopeat, vermiculite, perlite and compost used for preparation of growing medium
- Preparations of Growing Medium & characteristics of good growing medium
- Site selection for Nursery Preparation and Beds in the nursery

Elaborate



- The process to establish physical infrastructure like shade house, mist chamber, irrigation system. Also discuss preparation of soil mixtures, prepare seed beds, transplanting of seedlings, potting of seedlings, hardening of seedlings.

Demonstrate



- Take the participants to demonstration area and show them the tools and equipments used in forest nursery and ask them to identify. Describe maintenance of tools and equipments to prevent their wear and tear, increase their life and prepare the tools for next time use.

Ask



- Prevailing weeds in nursery
- Major diseases of seedlings grown in nurseries and their control measures

Notes for Facilitation



- Ask the participants if they have any questions and clarify all doubts of the participants
- Encourage peer learning among participants in the class by answering other participant's questions
- Visual demonstration of various tools and equipment used for raising forest nursery
- Show the photograph of various of types of forest nursery
- Make class room more participatory

Exercise

Key Solutions to PHB Exercises

1. There are three types of forest nursery beds in India. They are Raised bed, Sunken bed and level bed.
2. Seed extraction method of forest tree seeds:
 - The method of seed extraction depends on the type and nature of fruits.
 - Cones and dry fruits generally shed seeds if dried in open air or sunlight.
 - Seeds from fleshy/ pulpy fruits may be removed by macerating/crushing and washing, while the seeds borne in pods or husks can be extracted by thrashing.
 - Other methods like drying of seeds under cover (e.g. Abies, Cedrus, Dipterocarpus, Hopea, Quercus, Shorea), thrashing, de-winging and picking by hand etc. are used as per the morphology of seed/fruit.
3. Characteristic of selection of mother seed tree are:
 - Straight, cylindrical, non-forking, non-twisting bole
 - Fast growth
 - Narrow crown
 - Thin branches with wide branch angles
 - High wood density and long fiber
 - Resistance to pests and diseases
4. Seed collection methods in forestry are:
 - Floatation method – Put the seeds in water, for most species, the seeds that sink to the bottom are good seeds. Discard all floating seeds.
 - Colour assessment method – The fully mature good seeds will have the definite for the particular species.
 - Cutting method – Cutting a cross section of the seed to see as to how many seeds are hollow, empty, immature or unhealthy is one of the easiest and most reliable methods.
5. Seed dormancy breaking treatments in forestry are:
 - Cold water treatment
 - Hot water treatment
 - Boiling water treatment
 - Wet and dry treatment or weathering
 - Acid Scarification
 - Mechanical Scarification
 - Stratification
 - Light Requirements
 - Use of Hormones and chemicals
 - Cow dung slurry treatment
 - Shell cracking

UNIT 3.2: Quality Seedlings

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain production of quality seedlings in forest nursery

Say

- Welcome to the participants in training session “Quality Seedlings”. Before beginning the session, recapitulate the previous session discussion.

Do

- Begin with revising the topics covered in the previous session. Ask about following topics:
- Discuss Types of Forest nursery and describe its features by photographs:
- Motivate participants to give answers to questions
- Clarify the doubts of participants if any

Elaborate

- How to assess quality of seedlings?
- General quality standards for nursery plants
- Quality propagules production
- Germination test
- Assessment of seed viability
- Germination energy

Exercise

Key Solutions to PHB Exercises

1. If the quality of a specific group of seedlings is to be assessed, destructive sampling through random selection of some seedlings of the group and computing Dickson Quality Index (DQI) as below is quite useful.

$$\text{DQI} = \frac{\text{Total seedling dry weight (g)}}{\{\text{height (cm) / stem diameter (mm)}\} + \{\text{shoot dry weight (g) / root dry weight (g)}\}}$$



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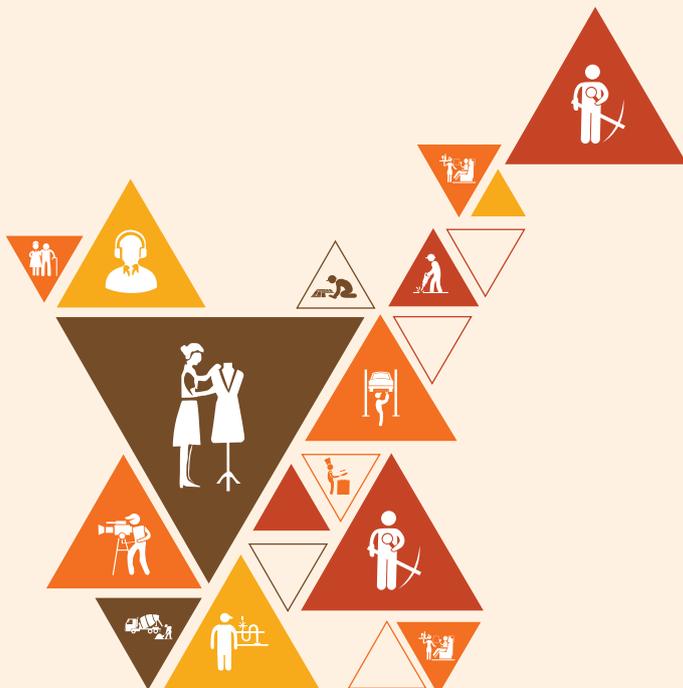


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4. Sowing Seeds and Plantation of Seedlings / Propagules in Forest Nursery

Unit 4.1 - Pre-seed Treatment

Unit 4.2 - Plant Propagation in Forest Nursery



AGR/N6114

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Practice scientific & Good Agricultural Practices(GAP)
2. Practice different plant propagation methods for different plant species
3. Undertake seed treatment as required using approved method
4. Undertake potting & repotting
5. Carry out seed sowing procedures
6. Follow approved procedures for managing seedlings-irrigation,nutrient management,weed,pest & disease management, pruning etc
7. Carry out plant hardening process using appropriate techniques
8. Record propagation failures & causes for the same and undertake preventive & control measures for the same
9. Ensure proper sanitation of nursery area

UNIT 4.1: Pre-Seed Treatment

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain the concept of pre-seed treatment of forest tree species
2. Demonstrate about various tools/equipments used in forest nursery

Resources to be Used

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, flip charts / paper etc.

Say

- Welcome to the participants in training session “Pre-Seed treatment”. Before beginning the session, recapitulate the previous session discussion.

Elaborate

- Seed Pre-sowing Treatments
- Sowing of seeds in germination beds
- Selecting pricking out and transplanting of germinated seeds to polythene pots
- Apply irrigation
- Transplantation of seedlings
- Hardening of seedlings
- About plant propagation?

Seed pre-sowing treatments include:

- Soaking in cool water
- Soaking in hot water
- Boiled water treatment
- Scarification (acid, mechanical, manual) methods
- Fire or heating methods
- Soaking in chemicals
- Alternate wetting and drying

Sowing of seeds

- Sow the seeds closely on the bed surface; arrange the seeds in a single layer with the flat groove side facing downward.
- Press the seeds firmly into the seedbed until they are at the same level as the surface of the germination medium.

Selecting pricking out and transplanting of germinated seeds to polythene pots:

- Sprinkler
- Container with water
- Clean water
- Potted polytubes
- Watering can

Tools and equipments used in forest nursery:

- Water can
- Secateur
- Spade
- Water sprinkler

Activity

- This activity will give practical training on pre sowing seed treatment and its sowing process.
- Arrange for some forestry seeds and treatment material as mentioned in treatment methods. Divide the participants in groups of 4-5 and give them different seeds for treatment and sowing.
- Check for any anomalies.
- Extend support to the participants while undergoing this activity.

Exercise**Key Solutions to PHB Exercises**

1. Various methods of pre-sowing treatments of seed are:
 - Soaking in cool water
 - Soaking in hot water
 - Boiled water treatment
 - Scarification (acid, mechanical, manual) methods
 - Fire or heating methods
 - Soaking in chemicals
 - Alternate wetting and drying
2. The tools/equipment required for Forest nursery management are water can, secateurs, spade, water sprinkler, etc.

UNIT 4.2: Plant Propagation in Forest Nursery

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain techniques of plant propagation
2. Apply knowledge of propagation methods for different tree species

Resources to be Used

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, flip charts / paper etc.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
 - ✓ How to prepare soil mixtures?
 - ✓ How to prepare seed beds?
 - ✓ How to take up hardening of seedlings?
- Motivate participants to give answers to questions
- Clarify the doubts of participants if any

Elaborate

Refer participants handbook for topic plant propagation techniques of forest tree species and describe following points in details:

- Plant propagation techniques and where it will be used, variety of plant propagation tools and methods
- Describe rooting media and their features and constituents
- Elaborate rooting enhancement conditions
- Describe type of plant propagation methods and various tools and equipments will be required
- Describe the cuttings in details like:
 - ✓ Stems cuttings
 - ✓ Tip cuttings
 - ✓ Medial cuttings (also stem-section cuttings)
 - ✓ Leaf cuttings
 - ✓ Whole leaf with petiole
 - ✓ Whole leaf without petiole
 - ✓ Split vein
 - ✓ Leaf sections
 - ✓ Root Cuttings
 - ✓ Plants with large roots
 - ✓ Plants with small roots

- Types of Layering
 - ✓ Tip layering
 - ✓ Simple layering
 - ✓ Compound layering
 - ✓ Mound (stool) layering
 - ✓ Air layering
- Describe Division & Separation
 - ✓ Stolons/Runners
 - ✓ Offsets

Example



Give example of all propagation techniques like:

1. Cuttings

- Whole leaf with petiole
- Whole leaf without petiole
- Split vein
- Plants with large roots
- Plants with small roots

2. Layering

- Tip layering
- Simple layering
- Mound (stool) layering

Elaborate



Asexual propagation techniques of perennials mentioned as under:

1. Cuttings
2. Budding
 - T-Budding / shield budding
 - Patch Budding
 - Chip budding
3. Grafting
 - Tongue Grafting
 - Cleft Grafting
 - Approach Grafting
 - Veneer Grafting
4. Runner
5. Sucker

Micro-propagation techniques

Nursery technology for some important tree species like:

- *Tectona grandis*, *Casuarina equisetifolia*, *Albizia lebeck*, *Ailanthus excelsa*, *Azadirachta indica*, *Dalbergia sissoo*, *Acacia nilotica*, *Eucalyptus tereticornis*, *Melia dubia*, *Populus deltoides*, *Prosopis cineraria*, *Terminalia arjuna*, etc.

Demonstrate



- Demonstrate and describe propagation techniques like cuttings, layering and stooling, grafting and budding. Also discuss and show to raise root stocks for grafting and budding.

Team Activity



This activity is for practical training exposure on propagation techniques.

- Divide the class into three teams and assign each team to perform cuttings, budding and grafting
- Monitor the demonstration of participants carefully and guide them for any corrections.

Elaborate



- Identification and use of proper root stock and scion for propagation
- Describe how to identify and grow indoor plants and their basic requirements
- Tissue culture & their advantages

Notes for Facilitation



- Ask the participants if they have any questions and clarify all doubts of the participants related to raising of forest nursery
- Encourage peer learning among participants in the class by answering other participant's questions

Exercise



Key Solutions to PHB Exercises

1. Various techniques of plant propagation to develop forest nursery are:
 - Sexual Plant Propagation-Sexual plant propagation means developing plant from seed.
 - Asexual Plant Propagation-Vegetative parts of plants such as leaves, stems, and roots are used for propagation. The vegetative methods most often used to produce trees are cuttings, air layering, grafting and micro-propagation.
 - Grafting-Grafting is the joining of parts of plants together in such a way that they unite and continue to grow as a single plant. The part of the plant that becomes the upper portion or top of the new plant is called the scion and the part which becomes the lower portion that includes the root is called the stock or root.
 - Budding-Budding differs from grafting in that only a single lateral bud is used instead of a portion of a stem with several lateral buds as well as a terminal bud.
 - Air layering-In air-layering, the branch to be propagated is girdled by removal of a ring of bark 25 to 38 mm in width.
 - Micro-propagation-It is vegetative propagation under in vitro conditions wherein plants are propagated using miniature plant tissues called explants grown aseptically in test tube or another container.

2. Pre-treatment of *Acaia nilotica*:

- Immersed in boiled water for 24 to 48 hours.
- Babul seeds obtained from goat pens also germinate well.
- Keeping the seed in moist cow dung heap for 2-3 days
- Putting the seeds in conc. Sulphuric acid for 10-15 minutes.
- Pre-treatment of *Melia dubia*:
- Soak the seeds in Cow dung slurry for 48- 72 hours or 4 to 5 days

Pre-treatment of *Tectona grandis*:

- Seeds are immersed in cold water for several days
- Weathering method- In the weathering method, seeds are spread over on the ground or a cemented platform in the first week of August. The thickness of spread should be nearly 6 to 9 inches. The seeds are allowed to be weathered up for 6-8 weeks. The seed is turned upside down after every two to three days so that every seed, gets sunlight and shade alternately and constantly.
- Seeds can be placed in a paste of cow dung and water or in fresh dung heap for a few days.
- Teak seeds can be treated with conc. Sulphuric acid or boiling water.
- Alternate soaking and drying for 48 hours each, for 15 days or more.

3. The procedure of stump planting in *Tectona grandis*:

For field planting only stumps prepared from one-year old seedlings are used as these promote faster growth and ideal bole form. Stumps are prepared by cutting away from the seedling everything except 2.5 cm of the shoot and 22.5 cm of the root. The stem portion receives an oblique cut and the root portion a horizontal cut. All laterals from the tap root are pruned away. The stumps should preferably be planted within 2 to 3 days.

4. Mini-stem cutting in *Eucalyptus tereticornis*:

The plants used to set up the micro-clonal hedge are raised from micro-propagated plants from axillary buds or conventional method. The stools are coppiced at a height of 15 cm from ground level. The cut end should be given anti-fungal treatment (blue copper). The coppiced shoots are watered regularly. After 15 days, juvenile shoots are ready for harvest (5 to 10 cm). Each stool would yield 5-14 juvenile shoots. The juvenile cuttings of 5-8 cm are treated with fungicides and their ends are treated with IBA (4000 ppm). They are then immediately placed in root trainers. The root trainers are kept in controlled/automated mist chambers (more than 80% humidity) at 25-30 °C for 20-25 days and in hardening chambers for up to 20 days and watered twice a day. They are then transferred to open conditions and kept for 5 months to harden before planting in field.

5. Nursery techniques of *Populus deltoids*:

The best time for planting of cuttings is January-February. Spacing for setting of cuttings in nursery beds should be 80 × 60 cm. Planting rods with the lower ends flattened and sharpened like a screwdriver should be used for making the planting holes. Planting rods should have a ring of paint at 22 cm length from the bottom and the same should be given to laborers engaged in planting operation. Planting rod should be inserted at the point of the stake up to the marked with paint, so that the planting holes are neither too long nor too short. Each cutting with its thinner end up should be planted in the hole in such a way that the upper portion is just 2 cm above the ground level. After planting, the soil around each cutting should be compacted gently but firmly without injuring the bark of the cutting. The soil all around the cutting should be drenched with Aldrex emulsion immediately after planting the cutting. 0.2% Aldrex emulsion may be used for this prophylactic measure against termites.



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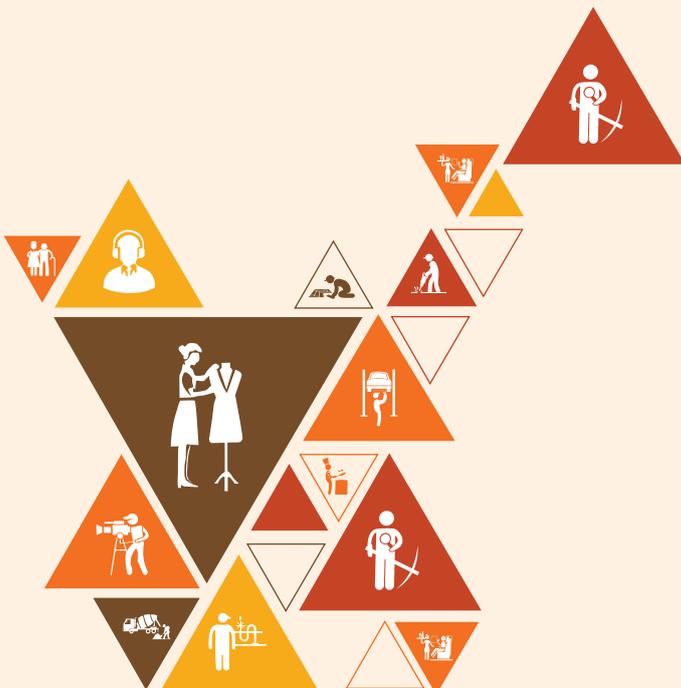
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5. Disease Control, Irrigation and Nutrients Management in a Nursery

Unit 5.1 - Nursery Diseases

Unit 5.2 - Nursery Management



AGR/N6115

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Use approved techniques to inspect quality of soils composition and ensure sterilization of nursery bed & soil mixture
2. Identify stress conditions, disease symptoms and causes for the same
3. Control diseases and exercise preventive care
4. Irrigate and manage nutrient requirements
5. Undertake making of rain water harvesting structures such as shallow trenches, divisions of ground, etc.
6. Ensure safe handling practices while transporting nursery plants
7. Record the required information related to seedlings etc

UNIT 5.1: Nursery Diseases

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Explain pest and disease in forest nursery
2. Identify stress conditions, disease symptoms and their causes

Resources

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, flip charts

Do

- Begin with revising the topics covered in the previous session. Ask about:
 - ✓ Plant propagation techniques?
 - ✓ Seed treatments of various tree species?
 - ✓ Nursery technology of some forest tree species?
- Follow peer learning approach.
- Clarify the doubts of participants if any

Elaborate

Nursery Pests and major diseases such as:

- White Grubs
- Cutworms
- Termite
- Crickets
- Minor and Non-insect Pests
- Leaf rust
- Leaf spot, blight
- Powdery mildey etc.

Activity

- Arrange for practical demonstration of the symptoms of these pests and diseases.
- Ask to collect the leaves with demonstrated symptoms.
- Ask the participants randomly to identify the diseases and pest attack based on these symptoms.
- Discuss and clarify all pertaining queries/doubts.

Exercise



Key Solutions to PHB Exercises

1. Major diseases in forest nursery

- Teak leaf rust- Severely infected and dead seedlings can be burnt away from the nursery. The disease may be controlled in the nursery by the application of Sulfax on both sides of the leaves.
- White root rot- Affected plants should be uprooted and destroyed. Drenching of soil around affected plants with 0.1 per cent Bavistin was also found effective to check the disease.
- Alternaria leaf spot- Application of Blitox fungicide (0.2%) at fortnightly intervals is found very effective.
- Damping off- The disease has been managed through cultural practices aimed at favouring plant growth and discouraging the growth of plant pathogen
- Powdery mildews- Sulphur dust was most effective in controlling powdery mildew in two-year-old seedlings
- Major pests in forest nursery:
- White grubs- Deep ploughing, soil solarisation, poisoning and using light traps are some control measures against white grub attack.
- Cutworms- Dusting of seed bed with a mixture of quicklime and ash or 1.5% quinalphos will control the insect
- Termite- It can be controlled by keeping the nursery cleared of wood debris and application of termiticides such as chlorpyrifos.
- Crickets- Deep ploughing during nursery site preparation, application of 200 g phorate can control the pest.
- Defoliators (beetles, weevils and caterpillars)- Apply of 100 g dose per bed of phorate 10%

2. The various nursery pest and disease of *Tectona grandis* are teak leaf rust, leaf blight, leaf spots, powdery mildew, white grub, crickets, teak defoliators, etc.

UNIT 5.2: Nursery Management

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Use appropriate disease control measures
2. Use approved techniques to inspect quality of soil
3. Identify composition and ensure sterilization of nursery bed & soil mixture

Resources

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, duster, flip charts/paper slides in power point presentation showing specific innovative images of diseases in different tree species

Do

- Revise the topics covered in the previous session. Ask the following questions;
 - ✓ Major pest and diseases in forest nursery.
 - ✓ Their control measures
- Motivate participants to give answers to questions
- Clarify the doubts of participants if any

Elaborate

- Disease causing organism like fungi, bacteria, etc.
- It is essential to understand the plant parts which the pest attack so as to decide the control measures
- Integrated nursery disease management process which includes:
 - ✓ Selection of apparently healthy seeds/propagules for seedling production
 - ✓ Seed dressing with 0.2% Carbendazim/methyl thiophanate/benomyl/thiram
 - ✓ Sowing in sterilized/fumigated, clean beds and adequate watering
 - ✓ Using sterilized budding knife, secateurs, and scissors during budding and grafting
 - ✓ Proper sunlight, watering and clean environment
 - ✓ Frequent examination of seedling health and removal of diseased stocks
- Minor and non-insect pests and their control measures
- Management for some of them could be explained as under:
- Management of Ganoderma root rot:
 - ✓ Disease in poplar plantations can be managed by removing roots and stumps of previous crop from the site before raising poplar plantations.
 - ✓ Spread of the disease in lines can be checked by increasing spacing in between plants in lines
 - ✓ Isolating the disease patches by digging 0.7 m deep and 0.3m wide trenches from the healthy plants.

- Management of Rosellinia root rot (white root rot):
 - ✓ Affected plants should be uprooted and destroyed
 - ✓ Infected area of the nursery should not be replanted for one season
 - ✓ Disease from the soil can be eradicated by treatments of the soil with carbon disulphide or 5 per cent solutions of carbolic acid
 - ✓ Drenching of soil around affected plants with 0.1 per cent Bavistin was also found effective to check the disease.

Field Visit



- Organise the field visit to give practical exposure to different forest nursery diseases and pest management control measures.
- Arrange for some recommended chemical pesticides and demonstrate solution preparation method for spray.
- Show how diseased patches are treated and soil is drenched. Refer to this section in PHB for more details. more detail.
- Give chance to participants for practicing disease management techniques.

Exercise



Key Solutions to PHB Exercises

1. Various types of irrigation methods in forest nursery are: Overhead irrigation sprinkler, Hand watering, Drip irrigation or Micro irrigation.
2. Integrated nutrient management in nursery:
Sixteen plant food nutrients are essential for proper seedling development. Each is equally important to the plant, yet each is required in vastly different amounts. Among them the primary (macro) nutrients (nitrogen, phosphorus, and potassium) are most frequently required in nursery. Any deficiency of nutrients will be expressed by seedlings through deficiency symptoms; accordingly, the relevant fertilizer should be applied as per requirement. For general nutrient support, FYM and compost is mostly used in nurseries where the available soils are either too sandy or too heavy and of low quality. It helps to build a good soil structure, improves water holding capacity of the soil and provides nutrients for plants. It greatly reduces the need for chemical fertilizers and, when mixed with small amounts, dilutes the fertilizer, making it available in much larger useful quantities. It is therefore an economic way of using available chemical fertilizers and is itself a natural fertilizer, very similar to humus. Meanwhile, using of bio-fertilizers such as *Azotobactor*, *Azospirillum* and *Phosphobacteria* @ 5 to 10 g and vermicompost, VAM @ 10 to 50 g per container raised seedlings are also suggested to boost the growth of seedlings.



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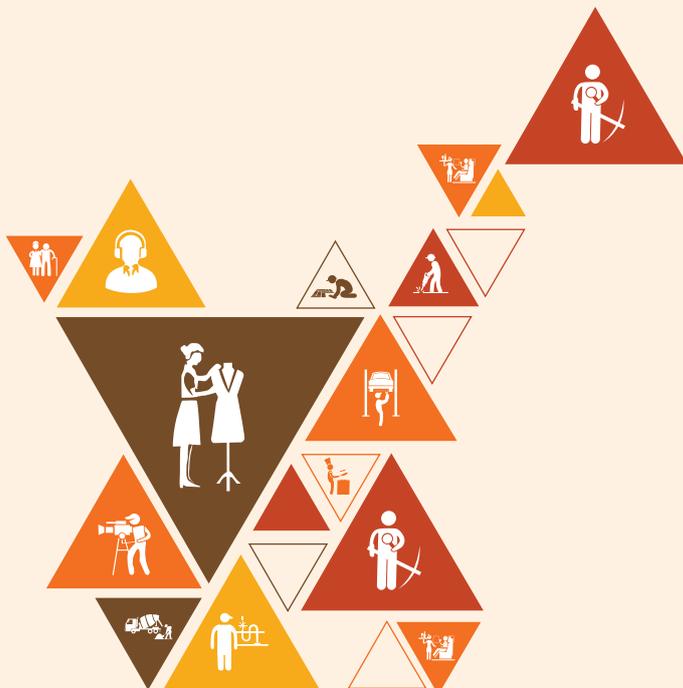


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6. Basic Market Related Activities for Forest Nursery Plants

Unit 6.1 - Market Related Activities



AGR/N6116

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Comply with governing regulations in forestry
2. Research the available schemes/assistance available for forest nursery raising
3. Practice relevant scientific & Good Agricultural Practices
4. Track and record value chain of custody
5. Ensure proper labelling of plant species with the required information
6. Prepare costing and pricing of seedlings/plants keeping in mind different factors
7. Identify different trading channels and select as per the requirement
8. Ensure trade license for sale of the produce, if required is intact

UNIT 6.1: Market Related Activities

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Follow basic market related activities for forest nursery plants
2. Identify rare, endemic and threatened species of forest trees from marketing perspective

Resources

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, flip charts

Say

- Welcome to training session “Market related activities”. Before beginning the session, recapitulate the previous session discussion.

Do

- Begin with revising the topics covered in the previous session. Ask about following topics:
 - ✓ Integrated pest & disease management
 - ✓ Methods & advantages of integrated nutrient management
 - ✓ Principles of nutrient management
 - ✓ Types of and methods of irrigation
- Motivate participants to give answers to questions
- Clarify the doubts of participants if any

Elaborate

This chapter highlights the importance of basic market related activities to develop seedlings in forest nursery.

Discuss about;

- What are the basic market related activities for forest nursery plants?
- Equipment required for the production of seedlings

Discuss market basics which may include:

- Consumer demographics and trends for purchasing nursery stock
- Consumers specifications, as well as the production requirements necessary for producing the desired product
- Current production levels and any excess in supply
- Production costs and the current wholesale and retail prices for nursery stock
- Marketing strategies of the wholesale buyers

Discuss about the major nursery crops like:

- Evergreen trees and shrubs (evergreens retain their foliage the year-round and include spruce, pine, juniper and cedar)
- Deciduous trees and shrubs (deciduous trees shed their leaves every year)
- Fruit trees
- Seedlings (young plants grown from seed) and cuttings (plants established from stems, roots or leaves of plants)
- Explain to keep accurate records to determine which crops and varieties sell the best to establish trends.

Awareness about:

- Regulatory requirements of a retail outlet operation
- Liability issues and insurance to provide coverage against injuries to customers
- The proximity to residential areas, easy access to good roads, a parking area, good signage and facilities to accommodate customers

Give inputs for improved customer service such as:

- Having a clear policy covering guarantees and replacement plants
- Offering personalized services (design outlay or planning services)

Discuss different requirement of a garden centre operator has different needs from a landscaper:

- Customer perceptions for maximum acceptable price that consumers are prepared to pay for their plants.

Also elaborate production basics such as:

- Key production issues in a nursery operation include like:
 - Crop selection
 - Production systems that are crop and market specific
 - Resource requirements that are crop and market specific
 - Cost of production information for each nursery crop and market segment
 - Ensuring customers receives quality products
 - Recruiting, training and keeping skilled labour force

Site location - Factors to be considered when evaluating tree nursery sites include:

- Soil type and conditions
- Environmental conditions including rainfall, snow accumulation, wind and hail
- Access to water for irrigation
- Proximity to markets
- Access to good roads
- Access to labour
- Room for future expansion etc.

Equipment requirements - The basic requirements for a nursery operation include:

- Irrigation equipment
- Field equipment such as tractors, trailers and cropping equipment
- Sprayers for control of weeds, insects and diseases
- Office equipment



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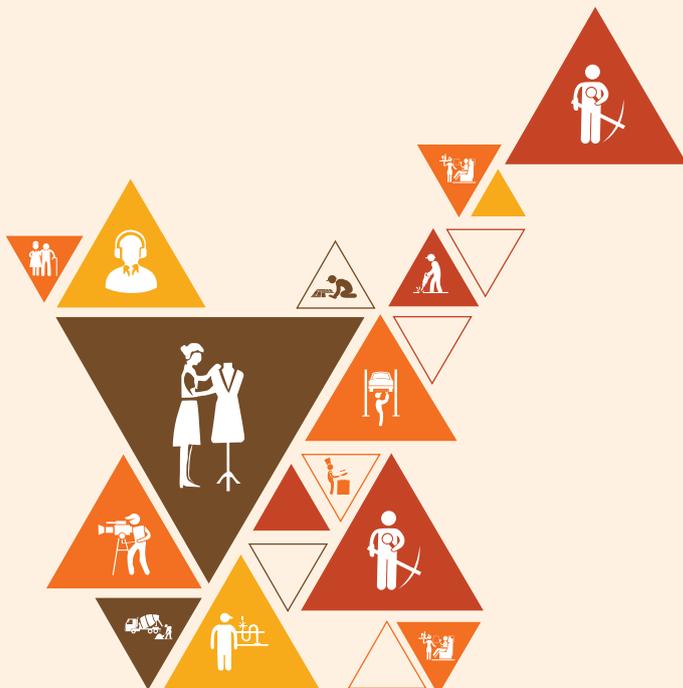
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7. Basic Health and Safety Practices in Forestry Related Work

Unit 7.1 - Nursery Hazards

Unit 7.2 - Nursery Health and Safety



AGR/N9909

Key Learning Outcomes

After the completion of this module, the participant will be able to:

1. Identify job-site hazardous work and state possible causes of risk or accident in the workplace
2. Use personal protective equipment as per the work requirements
3. Carry out safe working practices
4. Identify fire safety procedures
5. Render appropriate emergency, rescue and first aid procedures
6. Report to appropriate person on-time and maintain written record as per the work site policy

UNIT 7.1: Nursery Hazards

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Identify the hazards associated with the forest nursery raiser
2. Undertake measures for risk control

Resources

- Participant handbook, pens / pencils, sticky notes, notepad, computer, projector, white board, flip charts

Say

- Welcome to training session “Nursery hazards”.
- This session will focus on the most common hazards while operating in the nurseries and how they can be prevented .

Elaborate

The main types of hazards to consider in a risk assessment are:

- Flora and fauna
- Nursery equipment
- Glass from glasshouse (i.e. broken windows)
- Rust
- Pesticides and insecticides
- Electrical cabling from lawnmowers

Demonstrate

- How to assess risks prior to performing manual handling jobs, and work according to recommended safe practice.
- How to conduct basic safety checks before operation of all machinery and vehicles and hazards

Exercise



Key Solutions to PHB Exercises

1. Risk hazards in forest nursery are:

- Felling-The chainsaw is the most dangerous tool in forestry, its operator the most exposed worker, and tree felling and crosscutting the activities in which serious and fatal accidents are most likely to occur. Work involving hung-up trees and wind-thrown stands is particularly risky.
- Cable System-Potential hazards associated with cable log-extraction systems include mechanical impacts; the breakage of cables, anchors, spars and supports; and the inadvertent or uncontrollable movement of cables, carriages, chokers and loads.
- Chainsaw Milling-Freehand chainsaw milling is associated with a high risk of injury and fatigue. Removing chain depth gauges to increase cutting speed is a common practice that also increases the risk of kickbacks. Other health hazards are associated with poor posture and high noise and vibration levels.
- Chemical hazards-Chainsaws and brush cutters are sources of exhaust emissions, which include the suspected carcinogens benzene and formaldehyde. Aerosols from the oils used in chainsaws and brush cutters can cause irritation to skin, eyes and the respiratory system.
- Biological hazards-Biological hazards include allergic reactions to plants, pollen, wood products and insect bites, as well as snakebite and diseases that can be contracted from, for example, mosquitos and ticks. The risks posed by many biological hazards can be reduced through adequate training, effective management.

UNIT 7.2: Nursery Health and Safety

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Undertake the safety measures as forest nursery raiser
2. Plan for orientation, education, training, and supervision

Resources

- Participant handbook, Pens / pencils, Sticky Notes, Notepad, Computer, Projector, White board, Flip charts

Say

- Welcome to training session “Nursery health and safety”.
- Tell them about session details and purpose of this special safety session.

Elaborate

- Safe Work Procedures
 - ✓ Some tasks require a specific safe work procedure to eliminate or minimize risks.
 - ✓ Examples common to many nurseries include:
 - ✓ Servicing powered equipment
 - ✓ Chemical spills (such as pesticides)
 - ✓ Working alone
 - ✓ Handling cash
 - ✓ Emergency evacuation
 - ✓ Complicated tasks, so that important steps don't get missed
 - ✓ Frequently performed tasks
- Ensure to keep your tools properly maintained and checked before initiating the operation.
 - ✓ Make sure your secateurs are sharp and in good condition.
 - ✓ Consider the size of materials to be pruned, wrist angles needed to the work, the need to reach above shoulder height, and the tools required.
 - ✓ Orientation, education, training, and supervision
- The following topics must be included in every orientation;
 - ✓ Rights and responsibilities
 - ✓ Workplace hazards
 - ✓ Safe work procedures

Also explain about other possible hazards and safety procedures to look into such as:

- Falls from elevation (including ladder safety)
- Lockout (for machinery and power tools)
- Lifting and moving objects or people (strains and sprains)
- Guarding (for machinery and power tools)
- Forklifts and other mobile equipment
- First aid and emergency procedures

Exercise**Key Solutions to PHB Exercises**

1. Safety practices in forest nursery are:

Before You Start

- Make sure your secateurs fit your hand well.
- Make sure your secateurs are sharp and in good condition.
- Consider the size of materials to be pruned, wrist angles needed to the work, the need to reach above shoulder height, and the tools required.

While you're working

- Select a branch to prune, and hold the branch firmly.
- Check that the hand holding the branch is away from the cutting point.
- Cut the branch and move the pruned branch out of your way to avoid a tripping hazard.
- When not using secateurs, store them in a sheath or holster.
- Clean and sharpen secateurs as necessary.
- After you finish clean, sharpen, and oil secateurs to prevent rusting.
- Store secateurs in a sheath or holster.

Key Learning Outcomes

After the completion of this module, the participant 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 Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. 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
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. Explain 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. Understand 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 government's role in the entrepreneurship ecosystem
82. Discuss the current entrepreneurship ecosystem in India
83. Understand the purpose of the Make in India campaign
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Understand the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 8.1: Personal Strengths & Value Systems

Unit Objectives

After the completion of this unit, the participant 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

8.1.1: 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.

Summarize

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

Say

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

Activity

- Health Standard Checklist from the Participant Handbook.

Ask 

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

Say 

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

Do 

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

Summarize 

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

Ask **Discuss:**

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

Say 

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

Activity 

- Health Standard Checklist: Hygiene

Say 

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

Do 

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

Ask 

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

Summarize 

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

Ask 

- What is a habit?

Say 

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

Summarize 

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

8.1.2: Safety

Resources to be Used

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

Say

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

Team Activity

Safety Hazards

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

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

Table 8.1.2.1 Safety Hazards

Ask

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

Say

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

Do

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

Say

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

Do

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

Ask

De-briefing

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

Summarize

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

8.1.3: 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.

Summarize 

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

8.1.4: 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.

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say

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

Do 

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

Summarize 

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

8.1.5: 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.

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask 

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

Say 

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

Team Activity 

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize



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

Notes for Facilitation



- Source for stories on innovations:

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

8.1.6: 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

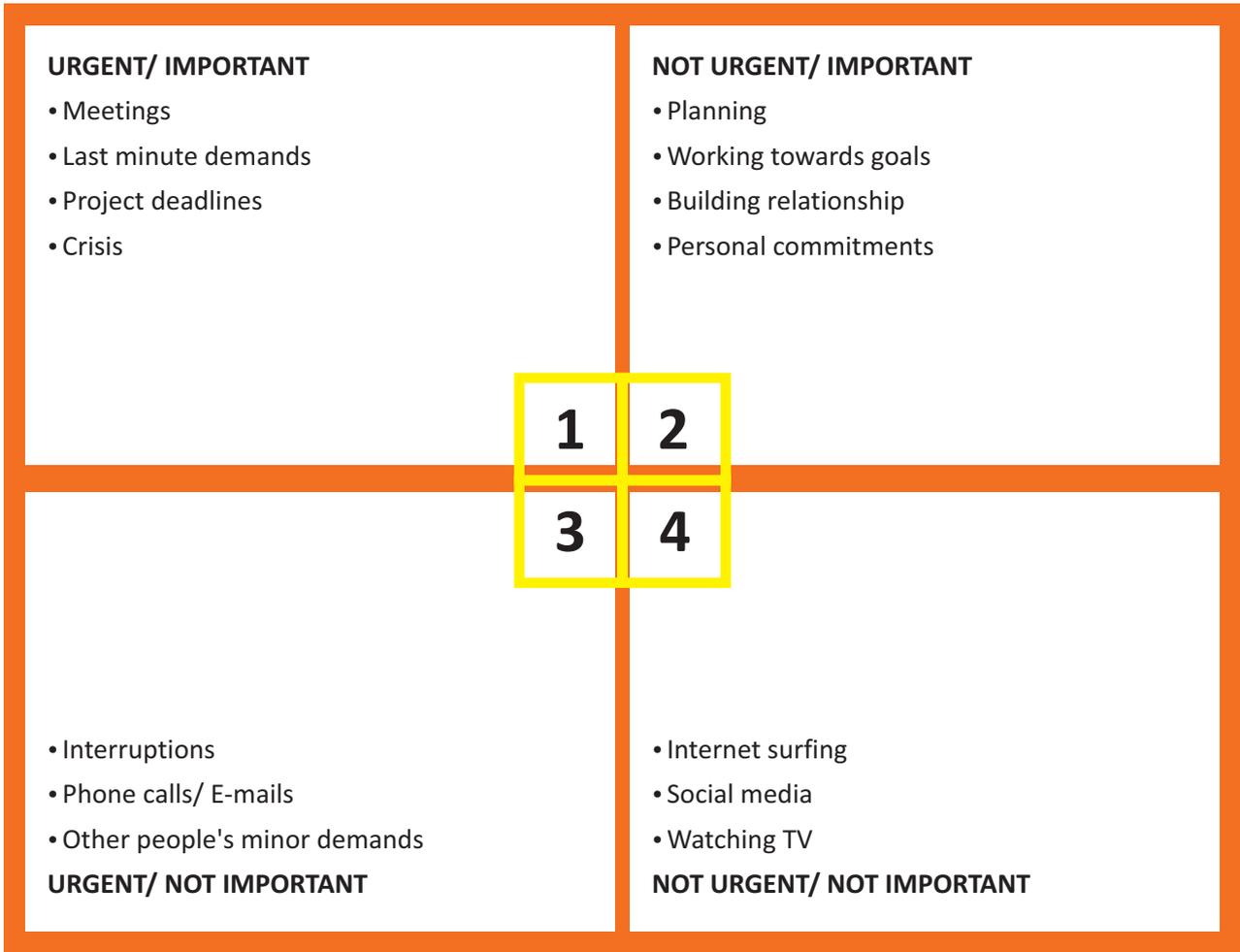
- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

TO- DO list format

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

Table 8.1.6.1 TO- DO list format

URGENT-IMPORTANT GRID



URGENT/ IMPORTANT GRID format

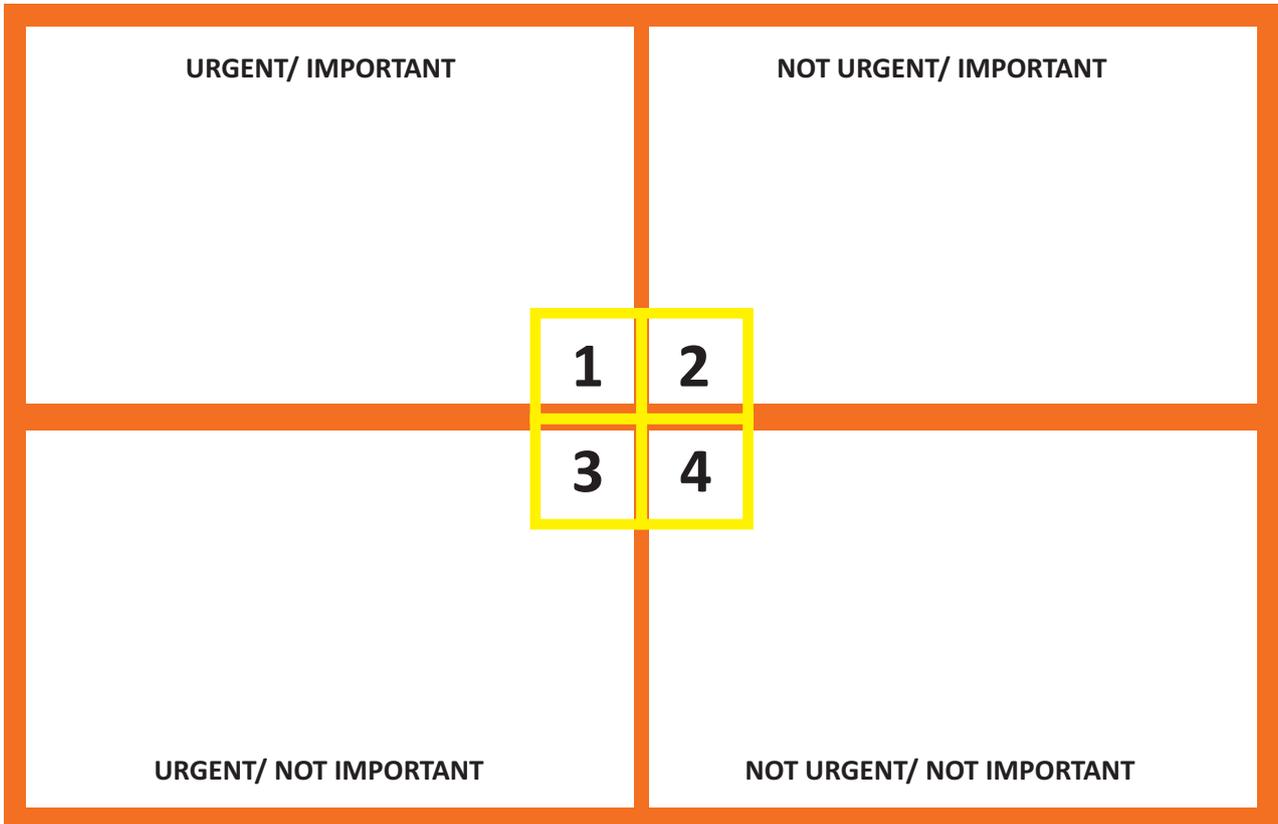


Fig 8.1.6.1. Time Management

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.

Summarize

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

Notes for Facilitation

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

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

8.1.7: 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 answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity 

Trigger points and Anger Management Techniques Activity

Anger Triggers

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

Say

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

Do

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

Ask

De-brief questions:

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

Summarize

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

Notes for Facilitation

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

8.1.8: 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 to discuss and assign roles to the group members for the presentation.

Team Activity

Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do

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

Say

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

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

Do 

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

Scenario 5

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

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

Say **De-brief:**

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

Summarize

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

Notes for Facilitation

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

UNIT 8.2: Digital Literacy: A Recap

Unit Objectives

After the completion of this unit, the participant will be able to:

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

8.2.1: 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.

Summarize

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

Practical

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

Do

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

8.2.2: 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.

Summarize

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

8.2.3: E-Commerce

Resources to be Used

- Computer System with internet connection
- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say

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

Do

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

Say

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

Explain

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

Say

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

Role Play

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

Ask

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

Say

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

Do

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

Ask

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

Say

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

Summarize

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

UNIT 8.3: Money Matters

Unit Objectives

After the completion of this unit, the participant will be able to:

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

7.3.1: Personal Finance – Why to Save?

Resources to be Used

- Participant Handbook

Ask

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

Example

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say



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

Summarize



You can summarize the session by discussing:

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

8.3.2: 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 the given example:

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

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

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

Ask

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

Say

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

Ask

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

Say 

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

Team Activity 

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

Activity De-brief

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

Say 

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

Ask 

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

Say 

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

Team Activity **Opening a Bank Account**

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

PART 1**FILLING A BANK ACCOUNT OPENING FORM**

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

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

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

Do



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

Summarize

**Note:**

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

Sample Bank Account Opening form.

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

Detail of Assets	Owning House : Y/N	Owning Farm :		
	Y/N			
	No. of Animals :	Any other :		
Existing Bank A/c. of family members / household	Y / N	If yes, No. of A/cs. _____		
Kisan Credit Card	Whether Eligible Y / N			
I request you to issue me a Rupay Card .				
I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.				
Declaration:				
I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.				
Place:				
Date:		Signature / LTI of Applicant		
Nomination:				
I want to nominate as under				
Name of Nominee	Relationship	Age	Date of Birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.
Place:				
Date:				Signature / LTI of Applicant
Witness(es)*				
1. _____				
2. _____				
*Witness is requires only for thumb impression and not for signature				

Table 8.3.2.1. Sample Bank Account Opening form

8.3.3: 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.

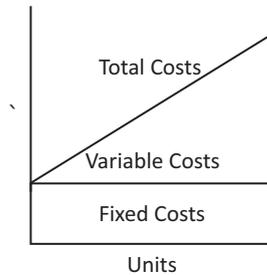


Fig 8.3.3.1. Graphical illustration of fixed vs. variable costs

- 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.

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

8.3.4: 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?

Example

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

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

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

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

Say

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

Ask

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

Say

- Let's learn the differences between the three by having an activity.
- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

Summarize

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

Notes for Facilitation

Questions for the quiz

1. What are bonds?
Bonds are instruments used by public and private companies to raise large sums of money.
2. Who issues the bonds?
Private and public companies issue the bonds.
3. Why are bonds issued?
To raise large amount of money as it cannot be borrowed from the bank.
4. Who is the buyer of stocks and equities?
The general public is the buyer.
5. What types of scheme is the Sukanya Samridhi 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.

8.3.5: 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. the computer system.
- Tell the class the various features of online banking:
 - ♦ Through their website set-up your online account.
 - ♦ Choose a secure username and password.
 - ♦ Set-up your contact information.
 - ♦ Once your information is verified, you are good to go.
 - ♦ Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say

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

Do

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

Summarize

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

UNIT 8.4: Preparing for Employment & Self Employment

Unit Objectives

After the completion of this unit, the participant will be able to:

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

8.4.1: 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:
 - ♦ Any work experience that you might have
 - ♦ A brief summary of your educational qualifications
 - ♦ Your strengths and achievements
 - ♦ Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - ♦ Detailed description of your family (unless you are specifically asked to do so)
 - ♦ Too much information about your weaknesses
 - ♦ Information that is not true

Do

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

Activity 2

- Planning the right attire

Do

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

Summarize

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

8.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Resources to be Used

- Participant Handbook
- Blank papers
- Pens

Ask

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

Say

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

Do

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

Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

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

Do

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

Summarize

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

Notes for Facilitation

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

Nipesh Singla

#1XX7, Sector XX-D

Chandigarh-160018

Mobile No: 91-988XXXXX01

E-mail: nxxxxxxxxla@gmail.com

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

Professional strengths:

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

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

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 8.4.3: 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - How do you explain this huge time gap in your resume?
 - What is the reason for this?
 - Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 6

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 7

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

Say

De-brief:

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

Explain

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

Do

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

Activity

Mock Interview Questions

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

Summarize

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

8.4.4: 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.

Summarize 

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

UNIT 8.5: Understanding Entrepreneurship

Unit Objectives

After the completion of this unit, the participant will be able to:

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

8.5.1: 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. Who is CEO of OLA Cabs?
Bhavish Aggarwal
6. Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
7. Who is the founder of OYO Rooms?
Bhavish Aggarwal

Do

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

Ask

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

Say

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

Summarize

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

Notes for Facilitation

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

8.5.2: 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 8.5.2.1. Leadership and Teamwork

Say

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

Say

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

Ask

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

Say 

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

Ask 

- Do you consider yourself a team player?

Team Activity **Long Chain**

- This is a group activity.

Do 

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

Say **De-brief:**

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

Say 

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

Summarize 

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

8.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Resources to be Used

- Participant Handbook

Activity

Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

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

Ask

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

Say

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

Do

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

Activity 2**Riddles:**

Is there any law against a man marrying his widow's sister?
If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?
Do they have a 26th of January in England?
If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?
The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?
There was an airplane crash. Every single person died, but two people survived. How is this possible?
If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?
A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask **De-brief question:**

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

Say 

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

Activity 3 **Elevator Pitch:**

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

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

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

Do 

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

Notes for Facilitation



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

Example:

Here's how your pitch could come together:

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

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

Summarize



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

8.5.4: Problem Solving & Negotiation Skills

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

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

Do 

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

Say **De-brief questions:**

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

Ask 

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

Say 

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

Ask 

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

Say 

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

Summarize 

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

Activity 

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

Do 

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

Ask



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

Say



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

Ask



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

Say



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

Say



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

Role Play



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

Do



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member. You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation

Facilitating Role Plays**Preparing for the activity**

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

Conducting the activity

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

Summarize

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

8.5.5: 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

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

Do

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

Activity

Do your SWOT analysis

Strength

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

Opportunity

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

Weakness

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

Threat

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

Do

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

Ask

De-brief questions:

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

Summarize

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

8.5.6: 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

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

Team Activity

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

Do

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

Activity De-brief

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

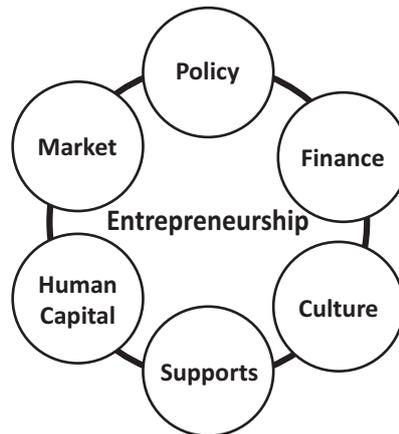


Fig 8.5.6.1. Entrepreneurship Support Eco-System

Ask

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

Say

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

Team Activity

- Presentation on key schemes to promote entrepreneurs

Do

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

Activity De-brief

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

Summarize

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

8.5.7: 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 not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

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

Say

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

Team Activity

Risk Appetite

- This is a group activity.

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

Activity De-brief

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

Do

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

Ask

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

Example

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

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

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

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

Say 

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

Say 

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

Team Activity **Entrepreneurship and Resilience**

- This is a group activity.

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

Activity De-brief

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

Do 

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

Summarize 

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

8.5.8: 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 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

Summarize

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

UNIT 8.6: Preparing to be an Entrepreneur

Unit Objectives

After the completion of this unit, the participant will be able to:

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

8.6.1: 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

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

Activity De-brief

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

Say 

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

Summarize 

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

8.6.2: 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

- The activity is a quiz.

Do

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

Summarize

- Summarize the unit by discussing the key points.

Notes for Facilitation

QUESTIONS FOR THE QUIZ

1. What does B2B mean?
Business to business
2. What is a financial report?
A comprehensive account of a business' transactions and expenses
3. Who is a sales prospect?
A potential customer
4. How is working capital calculated?
Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Say

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

Do 

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

Say 

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

Activity **Group Discussion**

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

Summarize 

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

8.6.4: 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:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 

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

Do 

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

Say 

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

Summarize 

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

Notes for Facilitation 

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

8.6.5: 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.

Summarize

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

Notes for Facilitation

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

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

8.6.6: 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

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

Activity De-brief

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

Do

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

Summarize

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

8.6.7: 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.

Summarize

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



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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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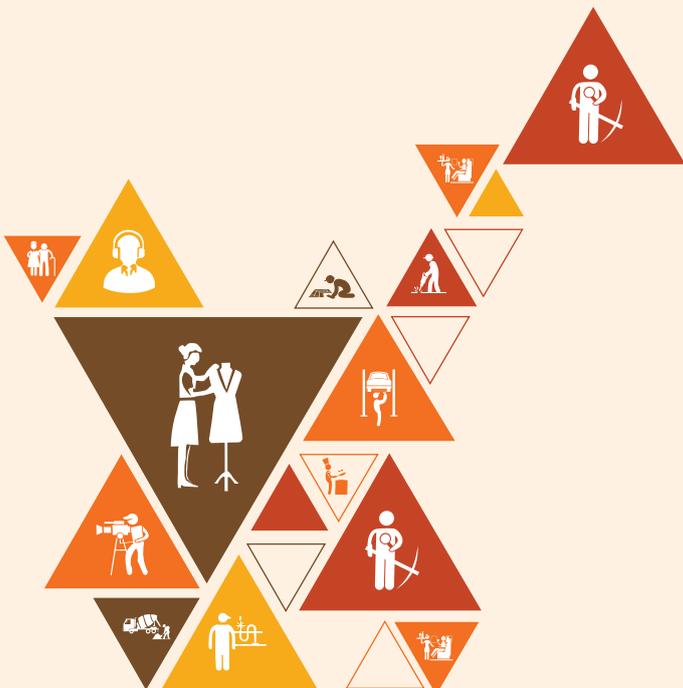
Transforming the skill landscape



9. Annexures

Annexure I - Training Delivery Plan

Annexure II - Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Forest Nursery Raiser		
Qualification Pack Name & Ref. ID	AGR/Q6103, v1.0		
Version No.	1.0	Version Update Date	30/11/2018
Pre-requisites to Training (if any)	5 th Standard pass, preferably		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Identify and select proper nursery site and quality planting materials: determine purpose of nursery and required type of site as per the work specifications. • Construct forest nursery and nursery beds: design layout, undertake fencing, prepare nursery beds as per the plant requirements, ensure sterilization of nursery beds etc. • Undertake nursery management practices: timely irrigation, manure and fertilizer application, weed management, pest & disease management, safe handling and transportation of nursery plants etc. • Undertake basic market related activities for forest nursery plants: identify trading channels, track and record value chain of plants custody. • Practice health and safety at the work place: Well versed with health and safety measures in terms of personal as well as others' safety, comply with forest regulations etc. 		

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
1	Introduction T: 5:00 (HH:MM)	1.Icebreaker	<ul style="list-style-type: none"> • Introduce each other and build rapport with fellow trainees and the trainer • Explain general classroom rules 		Classroom lecture,group activity,exercise	White board, duster,computer, projector, power point slides	1:00
		2.Scope and importance	<ul style="list-style-type: none"> • Discuss scope & importance forest nursery in India 		Classroom lecture,group participation,group discussion	Power point slides/posters/ pictures showing specific innovative images related to forest nursery	1:00
		3.Role of a Forest nursery raiser	<ul style="list-style-type: none"> • Explain the role and responsibilities of a Forest nursery raiser 		Classroom lecture,facilitator led discussion,activity to related to role of forest nursery raiser	White board,duster,Marker, pens,notepad,power point slides that can depict various role of forest nursery raiser	1:00
		4.Types of Forest nursery	<ul style="list-style-type: none"> • Explain the types of forest nursery and its importance 		Classroom lecture,demonstration, group discussion on types of forest nursery	White board,marker, duster, projector, computer, flip charts ,PPT Slides showing images of seedlings of forest tree species such as Prosopis cineraria, Eucalyptus tereticornis, Azadirachta indica etc.	2:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
2	Selection of appropriate site and construction of forest nursery T:05:00 P:20:00 (HH:MM)	1.Nursery site selection	•Identify and select appropriate site for nursery establishment	AGR/N6112 PC7,PC8, KB6, KB8,SB4	Classroom lecture, demonstration,field visit	White board,duster, computer, projector,PPT, pen, paper, chart,etc.	T: 1:00 P: 3:00
		2.Nursery site selection	• Plan a visit to nearby Forest nursery	AGR/N6112 PC9,PC10, KB4,SB1, SB8	Field visit,live demonstation,one to one observation	Pen, notepad for observations	P:3:00
		3.Basic criteria for nursery establishment	•Explain baisc criteria of site selection to eestablish a forest nursery	AGR/N6112 PC11,PC17, KB3,SB9	Classroom lecture, demonstration,group participation	White board,duster, computer, projector,PPT slides depicting basic criteria for nursery establishment	T: 1:00 P: 3:00
		4.Nursery design and construction-i	•Construct forest nursery as per operational requirements	AGR/N6112 PC18,PC19, KB15, KB17	Classroom lecture, demonstration, facilitator led discussion	White board,duster, computer, projector,PPT slides showing specific images of various deigns of nursery, type of nursery etc.	T: 1:00 P: 3:00
		5.Nursery design and construction-ii	•Plan a visit to forest nursery to understand design of forest nursery	AGR/N6112 PC19,PC21, PC22,PC23, PC26, KB11 KB13,SB3, SB5	Field visit,live demonstation,group participation	Spade,prismatic compass, Abney's level, measuring tape, ranging rod, arrows,etc.	P:3:00
		6.Materials for tree nurseries	•Describe the materials required for tree nurseries	AGR/N6112 PC20, PC24, KB5, SB2	Classroom lecture, demonstration, activity	Participant handbook, Pens, Notepad, Computer, Projector, White board, duster, Flip charts,etc.	T: 1:00 P: 3:00
		7. Recap	•Revise the learning of the "Selection of appropriate site and construction of forest nursery"	AGR/N6112 KB23,SA3, SA5, SA7,SB10	Group participation,quiz	Pen and notebook, Questionnaires	T: 1:00 P: 2:00
3	Preparation of nursery beds and procurement of quality seeds/planting materials T: 10:00 P: 25:00 (HH:MM)	1.Preparation of Forest Nursery Beds	•Describe preparation of forest nursery beds	AGR/N6113 PC7, PC9 ,PC11, PC14,KB4, KB6,KB9	Classroom lecture, demonstration, field visit ,group participation	Computer,projector, audio-visual aids, spades, pick axes, khurpa, sickle, plastic buckets, watering cans,etc.	T: 1:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		2. Identification of Seed sourcing, collection and selection	<ul style="list-style-type: none"> • Explain the various methods of seed collection 	AGR/N6113 KB25, KB27, SA5, SB4	Classroom lecture, demonstration, group discussion	White board, duster, marker, computer, projector, pen, notepad, charts, PPT slides that depict various methods of seed collection, seed collection equipment, packing and labelling material, etc.	T: 1:00 P: 4:00
		3. Seed extraction and processing	<ul style="list-style-type: none"> • Describe the method of seed extraction and processing 	AGR/N6113 PC26, PC28, SA4, SB3	Classroom lecture, trainer led discussion, demonstration, group activity	PPT slides on seed extraction and processing, sieves, aspirators, seed drier, graders separator, blowers, scarifiers, open baskets, gunny bags, seed dressing fungicides such as captan, thiram, etc.	T: 1:00 P: 3:00
		4. Seed treatment	<ul style="list-style-type: none"> • Enumerate various methods to treat seeds to overcome dormancy • Describe pretreatment of some important species 	AGR/N6113 KB11, SA7	Classroom lecture, live demonstration, field visit	White board, duster, marker, computer, projector, PPT slides on various methods of seed treatments, files, sand paper and electric needle, cow dung, thiourea, hydrogen peroxide, sulphuric acid, gloves	T: 1:00 P: 4:00
		5. Assessment of quality seedlings	<ul style="list-style-type: none"> • Demonstrate how to assess quality of seedlings in forest nursery 	AGR/N6113 KB3, SA6, SB8	Classroom lecture, demonstration, group participation, activity	Computer, projector, audio-visual aids, Power point presentations or posters depicting assessment of quality of seedlings, charts, pen, paper, etc.	T: 1:00 P: 3:00
		6. Plant propagation structures	<ul style="list-style-type: none"> • Discuss the various plant propagation structures such as shade net house, green house, etc. 	AGR/N6113 PC10, KB8, KB10, KB13, KB19, SB7	Classroom lecture, facilitator led discussion, demonstration	White board, duster, marker, computer, projector, PPT slides on various plant propagation structures	T: 2:00 P: 3:00
		7. Quality propagules production	<ul style="list-style-type: none"> • Procure quality seeds & planting propagules from authentic sources 	AGR/N6113 PC18, PC24, KB21, KB22	Facilitator led discussion, demonstration, group discussion	White board, duster, marker, pen, paper, chart, PPT slides on quality propagules production, triphenyl tetrazolium, petri dishes, etc.	T: 2:00 P: 3:00
		8. Recap	<ul style="list-style-type: none"> • Revise the learning of the "Preparation of nursery beds and procurement of quality seeds/planting materials" 	AGR/N6113 SA3, SB10	Group participation, quiz	Pen and notebook, questionnaires	T: 1:00 P: 2:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
4	Sowing of seeds and plant seedlings/ propagules in forest nursery T: 10:00 P: 40:00 (HH:MM)	1. Seed Pre-sowing treatments	•Explain pre-sowing treatments of forest tree species	AGR/N6114 PC9, KB16	Classroom lecture, demonstration, group activity	White board,duster, marker, computer, projector,PPT slides on seed pre-sowing treatments, files, sand paper and electric needle,cow dung, thiourea ,hydrogen peroxide ,sulphuric acid, gloves,etc.	T: 1:00 P: 4:00
		2.Transplantation of seedlings	•Describe transplantation of seedlings	AGR/N6114 PC10, PC16, KB18 KB20, KB27, SB4	Classroom lecture, live demonstration, field visit to forest nursery	Computer,projector, PPTs, white board, marker, pen and notebook, flip charts ,bamboo sticks ,polythene bag or container, forest tree seedlings, irrigation equipments,etc.	T: 1:00 P: 4:00
		3.Hardening of seedlings	•Describe hardening of seedlings	AGR/N6114 PC18, SB3, SA6	Class room lecture, facilitator led discussion, demonstration, field visit	Computer,projector, white board, duster, marker, pen and notebook, flip charts, PPT slides or videos depicting the process of hardening of seedlings	T: 1:00 P: 4:00
		4.Tools/Equipment used in forest nursery	•List out the various tools/equipment used in forest nursery	AGR/N6114 PC4,PC6, PC17,KB5, SA4	Class room lecture, demonstration, activity to identify tools and equipment used in forest nursery	Computer, projector,white board,duster, marker,pens, notebook,flip charts,PPTs,tools & equipment used in forest nursery such as water can, secateur, spade, water sprinkler,etc.	T: 1:00 P: 4:00
		5. Sexual Plant propagation	•Describe sexual plant propagation	AGR/N6114 KB3, KB14, SA5	Classroom lecture, expert session, demonstration	Participant handbook, pens, notepad, computer, projector, white board, flip charts, PPT slides on sexual & plant propagation etc.	T: 1:00 P: 4:00
		6.Asexual plant propagation	•Describe Asexual plant propagation	AGR/N6114 KB4, KB15, SA5	Classroom lecture, expert session, demonstration	Participant handbook, pens, notepad, computer, projector, white board, flip charts, PPT slides on asexual plant propagation etc.	T: 1:00 P: 4:00
		7.Types of asexual plant propagation	•Discuss various techniques of asexual plant propagation	AGR/N6114 PC20, PC26, KB6, SA7	Classroom lecture,demonstration, field visit, group activity related to various techniques of asexual propagation	White board, duster, marker, PPT slides on types of asexual plant propagation, grafting knives, grafting tape, budding knives, budding tape, grafting machine, saws, secateurs, scissors, pruning knives, watering cans, etc.	T: 1:00 P: 5:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		8. Micro propagation	• Explain the micro propagation technique of forest trees	AGR/N6114 PC25, PC28, SB7, SB8	Classroom lecture, demonstration, trainer led discussion, group participation	White board, duster, marker, pen, notepad, PPT slides on micropropagation, explants, testubes, etc.	T: 1:00 P: 4:00
		9. Nursery technology for some important tree species	• Discuss the nursery technology for some important tree species	AGR/N6114 PC21, PC24 ,KB7, KB13, KB25, SB9	Classroom lecture, live demonstration, trainer led discussion, field visit	Computer, projector, white board, marker, pen, notepad, flip charts, PPT slides, pictures, videos showing nursery technique for some important tree species	T: 1:00 P: 5:00
		10. Recap	• Revise the learning of the "Sowing of seeds and plant seedlings/propagules in forest nursery"	AGR/N6114 KA3, SA3	Group participation, quiz	Pen and notebook, questionnaires	T: 1:00 P: 2:00
5	Disease Control, Irrigation and Nutrients Management in a nursery T: 10:00 P: 25:00 (HH:MM)	1. Nursery diseases	• Discuss various diseases prevalent in forest nursery	AGR/N6115 PC9, SB8, SB10	Classroom lecture, demonstration, video session, group discussion	Computer, projector, white board, duster, marker, pen, notebook, flip charts, audio-visual aids, PPT slides on nursery diseases etc.	T: 2:00 P: 3:00
		2. Major diseases and pests of Populus	• Identify major diseases and pests of <i>Populus deltoides</i>	AGR/N6115 KB6, SB3	Classroom lecture, visual demonstrations, group participation, activity	Computer, projector, PPT slides, white board, marker, pen, notebook, samples of diseased plants parts, etc.	T: 1:00 P: 3:00
		3. Nursery pests and their management	• Identify various pests in forest nursery and exercise preventive care	AGR/N6115 PC10, PC11, KB11, SB9	Classroom lecture, live demonstration, expert session, field visit	Computer, projector, PPT slides, white board, marker, pen, notebook audio-visual aids, samples of some insects-pests, pesticides etc.	T: 1:00 P: 3:00
		4. Management of popular diseases	• Describe various management techniques for popular diseases	AGR/N6115 PC12, PC13, KB7, SB4	Classroom lecture, demonstrations, group activity, practical	White board, duster, marker, computer, projector, charts, pen, notebook PPT slides chemicals such as bavistin, captan, thiram, copper oxychloride, sprayer, etc.	T: 1:00 P: 4:00
		5. Integrated nursery disease management	• Explain integrated nursery disease management	AGR/N6115 PC14, PC16, KB8, KB9, SA7	Classroom lecture, demonstration, facilitator led discussion	Computer, projector, white board, duster, marker, pens, notebook, flip charts, PPT slides on Integrated nursery disease management	T: 1:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		6. Watering, weeding and nutrient management in nursery	<ul style="list-style-type: none"> Describe watering, weeding & nutrient management in nursery 	AGR/N6115 PC17, PC20, KB3, KB4, KB15, SB7	Classroom lecture, demonstration, field visit to forest nursery	White board, duster, marker, computer, projector, charts, pen, notebook, PPTs, water pumps, water cans, polythene pipe, sprinkler, chemicals sprayer, FYM, compost, etc.	T: 2:00 P: 4:00
		7. Tools and equipments used in forest nursery	<ul style="list-style-type: none"> List out the various tools and equipment used in forest nursery 	AGR/N6115 PC4, PC6, KB5, SA4	Class room lecture, demonstration, activity to identify tools and equipment used in forest nursery	Computer, projector, white board, duster, marker, pens, notebook, flip charts, PPTs, Irrigation equipment, tractor, trailers, cropping equipment, sprayers, office equipment, etc.	T: 1:00 P: 3:00
		8. Recap	<ul style="list-style-type: none"> Revise the learning of the "Disease control, irrigation and nutrients management in a nursery" 	AGR/N6115 SA3, SA5, SA6	Group participation, quiz	Pen and notebook, questionnaires	T: 1:00 P: 2:00
6	Basic market related activities for forest nursery plants T: 10:00 P: 15:00 (HH:MM)	1. Market basics	<ul style="list-style-type: none"> Explain basic market related activities to be followed for forest nursery plants 	AGR/N6116 PC3, PC7, KB4, KB5, KB7, KB10, SB5, SB6, SB9, SB13	Classroom lecture, expert session, group activity	Computer, projector, charts, pen, paper, PPT slides depicting marketing basics of forest nursery plants	T: 2:00 P: 3:00
		2. Production basics	<ul style="list-style-type: none"> Explain production basics of forest nursery plants 	AGR/N6116 PC1, PC2, PC8, SB1, SB3	Classroom lecture, visual demonstration, group participation	Computer, white board, projector, charts, PPT slides depicting production basics of forest nursery plants, plant labels, tray	T: 2:00 P: 3:00
		3. Rare, Threatened and Endangered species of forest trees	<ul style="list-style-type: none"> Identify rare, threatened and endangered species of forest trees from marketing perspective 	AGR/N6116 KA6, KA8, KB6, SA1, SB4, SB8	Classroom lecture, group discussion, exercise	White board, duster, marker, pen, notebook, charts/tabulations on rare, threatened & endangered forest trees	T: 2:00 P: 3:00
		4. Conservation and propagation of medicinal plants	<ul style="list-style-type: none"> Explain conservation & propagation of medicinal plants 	AGR/N6116 KA1, KA3, KB1, KB3, SA7	Classroom lecture, facilitator led discussion	White board, duster, marker, pen, notebook, charts, PPT slides, audio-visuals aids, etc	T: 2:00 P: 3:00
		5. Recap	<ul style="list-style-type: none"> Revise the learning of the "Basic market related activities for forest nursery plants" 	AGR/N6116 SA3, SA5, SA6	Group participation, quiz	Pen and notebook, questionnaires	T: 2:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
7	Basic health & safety practices in forestry related work T: 10:00 P: 15:00 (HH:MM)	1.Nursery hazards	•Identify the hazards associated with the forest nursery raiser	AGR/N9909 PC3,PC7 ,KB1, KB3, KB12, SB3	Classroom lecture, demonstration regarding nursery hazards,group discussion	Computer, projector, white board, marker, pens, notepad, PPT Slides depicting nursery hazards,	T: 2:00 P: 3:00
		2.Risk control	•Enumerate measures to be taken for risk control	AGR/N9909 PC1,PC5, PC6,PC8, PC9,KB4, KB5,KB10, KB11	Classroom lecture, demonstration, trainer led discussion, group activity	White board, duster, marker, personal protective equipment like Helmet,rubber gloves,safety boots, first aid kit: Bandages, adhesive bandages, ointment, pain relief spray, antiseptic liquid, phone directory, search lights, fire extinguisher	T: 2:00 P: 3:00
		3.Safe work procedures	• Follow the safety measures as forest nursery raiser	AGR/N9909 PC4, PC10, PC19, KB6, KB8, KB13, KB14, SA2, SB4	Classroom lecture, demonstration, role play, group discussion	White board, Pens , sticky Notes, notepad, computer, projector, PPTs,posters or charts showing safe work procedures	T: 2:00 P: 3:00
		4.Orientation, Education, Training and Supervision	•Plan for orientation, education, training and supervision	AGR/N9909 PC2,KA1, KB9, KB15, KB17,SA1, SB2	Classroom lecture,faclitator led discussion, group participation	Computer, projector, white board, duster, marker, pens, notepad, PPTs, flip charts, etc.	T: 2:00 P: 3:00
		5.Recap	•Revise the learning of the "Basic health & safety practices in forestry related work"	AGR/N9909 SA3, SB1	Group participation, quiz	Pen and notebook, questionnaires	T: 2:00 P: 3:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for ASCI- Forest Nursery Raiser	
Job Role	Forest Nursery Raiser
Qualification Pack	AGR/Q6103
Sector Skill Council	Agriculture Skill Council of India

Sr. No	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6.	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7.	In case of <i>unsuccessful completion</i> , the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria	Total Marks	Out of	Theory	Practical Skills
AGR/N6112 Select appropriate site and construct forest nursery	PC1.comply with relevant occupational health and safety requirements related to the work	80	4	2	2
	PC2.select and use appropriate personal protective equipment suitable to the type of work		3	1	2
	PC3.assess possible risks and hazards in the work area and implement safety measures to minimize injury to self and others		4	2	2
	PC4. adhere to relevant accident and emergency procedures and hygiene procedures in the work area		3	1	2
	PC5. check that tools, machinery and devices are calibrated and maintained at prescribed schedule		2	1	1
	PC6. exercise safe handling practices while handling sharp agricultural tools and cutters		3	1	2
	PC7. verify if relevant regulations such as nursery registration act are applied to site location		3	1	2

PC8. determine the purpose of nursery and required type of property based on the work specifications		2	1	1
PC9. ensure that the land available meets the requirement of total area for raising seedlings; potting beds; paths between beds; soil storage; thatched shelter; compost making area; etc.		4	2	2
PC10. check that the selected nursery site is situated close to the plantation area and the main road		4	2	2
PC11. ensure that adequate and reliable source of water is available in the proximity of the selected site as per water requirements of the species and geo-climatic condition		3	1	2
PC12. verify that skilled and inexpensive labour is available to carry out important tasks such as nursery construction, soil transportation, pot filling, etc.		3	1	2
PC13. check that soil suitability of the agreed nursery site meets the required type of soil for the target plant species		2	1	1
PC14. select slightly sloped land or flat land to allow proper drainage of access water		3	1	2
PC15. confirm that the proposed nursery is located away from sources of industrial wastes and effluents and other pollutants		4	2	2
PC16. use approved techniques to detect the presence of pathogens and insects in soil quality of nursery site		2	1	1
PC17. determine the appropriateness of site based on environmental factors such as good amount of sunlight; clear of obstruction from shades; frost free area; non-flood location; average wind speed; etc.		4	3	1
PC18. select appropriate type of forest nurseries based on the characteristics of plant species Types: Bare root and container stock, root trainer		3	2	1
PC19. develop appropriate nursery design or layout as per operational requirements		3	2	1
PC20. use appropriate tools & techniques to clear land of any rocks, trees, stumps and shrubs, etc.		3	2	1
PC21. construct good drainage system using recommended techniques for the given type of land surface to enable drainage of access water and to prevent soil erosion		3	2	1

	PC22. confirm that a fence or wall of required measurement is built to safeguard against animals intrusion		3	1	2
	PC23. leave the work areain a safe condition		2	1	1
	PC24. return used tools and materials in appropriate storage location		3	1	2
	PC25. dispose wastes materials in accordance with environmental health & safety		3	2	1
	PC26. report any work related problems or issues to responsible authority and seek guidance on how to rectify problems		4	2	2
		Total	80	39	41
AGR/N6113 Prepare nursery beds and procure quality seeds /planting materials	PC1. comply with relevant occupational health and safety requirements related to the work	110	5	2	3
	PC2. assess possible risks and hazards in the work area and implement safety measures to minimize injury to self and others		5	2	3
	PC3. adhere to relevant accident and emergency procedures and hygiene procedures in the work area		4	2	2
	PC4. check that tools, machinery and devices are calibrated and maintained at prescribed schedule		2	0	2
	PC5. exercise safe handling practices while handling sharp agricultural tools and cutters		3	2	1
	PC6. follow relevant safe working practices whenever appropriate		3	2	1
	PC7. select and use appropriate personal protective equipment suitable to the type of work		3	2	1
	PC8. select appropriate tools and materials required to carry out the work		3	2	1
	PC9. select and make appropriate mother beds suitable to the seed under germination		6	3	3
	PC10. use appropriate plant propagation structures		4	2	2
	PC11. tilt the soil properly using appropriate techniques to make it favorable for growing seeds and planting materials		4	2	2
	PC12. use good agricultural practices to control the growth of weeds		6	3	3
	PC13. check that the lengthy side of the bed is directed towards the sun i.e. east to west, to induce shading		4	2	2
	PC14. ensure that appropriate type of mother bed is selected as per agro climatic requirements and habitat of the plant species		3	1	2

	PC15. identify and access soil collection site as per approved procedures		6	3	3
	PC16. check the collected soil using good agricultural practices and ensure that it is free of weeds, litters, stones, roots, etc.		5	3	2
	PC17. adhere to correct soil mixing proportion to maintain fertility such as, 2 parts of soil+1 part of manure or compost+ 1 part of sand		2	1	1
	PC18. ensure that the planting materials are obtained from authorized source		5	3	2
	PC19. confirm the following information of the seeds/planting propagules		5	3	2
	PC20. procure good quality seeds of known origin that are free of pests, diseases, weeds, foreign and inert matter		4	2	2
	PC21. obtain the following information from the producer		5	3	2
	PC22. check that stem cuttings selected for root induction are uniform in length and diameter appropriate to the plant species		3	1	2
	PC23. check that root cuttings are uniform in size and maturity in terms of aerial and underground parts		4	2	2
	PC24. make arrangements for anti-theft, anti animal attack etc		3	2	1
	PC25. leave the work area in a safe condition		2	1	1
	PC26. return used tools and materials in appropriate storage location		3	1	2
	PC27. dispose wastes materials in accordance with environmental health & safety		4	2	2
	PC28. report any work related problems or issues to responsible authority and seek guidance on how to rectify problems		4	2	2
		Total	110	56	54
AGR/N6114 Sow seeds and plant seedlings/ propagules in forest nursery	PC1. comply with relevant occupational health and safety requirements related to the work	120	6	3	3
	PC2. assess possible risks and hazards in the agricultural work area		6	3	3
	PC3. adhere to relevant accident and emergency procedures and hygiene procedures in the work area		6	3	3
	PC4. check that tools, machinery and devices are calibrated and maintained at prescribed scheduled		4	2	2
	PC5. exercise safe handling practices while working with sharp agricultural tools and cutters		6	3	3

	PC6. ensure that tools and machinery parts under direct contact with harvested plant parts are regularly clean as per standard requirement		4	2	2
	PC7. select machine material unlikely to cause hazardous metallic contamination of medicinal plants		4	2	2
	PC8. follow safe and healthy working practices in the work area		4	2	2
	PC9. carry out pretreatment of seeds using approved methods		6	3	3
	PC10. select appropriate pot materials to raise seedlings as per nature of plant species, nursery time required, etc.		4	2	2
	PC11. fill potting mixture into containers following recommended procedures		4	2	2
	PC12. apply correct seed sowing techniques to ensure that required planting size are achieved		6	3	3
	PC13. use approved procedures during pricking out of seeds from bed		6	3	3
	PC14. irrigate seedling with the required amount of water regularly depending upon seedling age, amount of sunlight, soil type, etc.		3	1	2
	PC15. carry out manual weeding using a dibbing as per standard agricultural guidelines		5	3	2
	PC16. use fertilizers preferably bio-fertilizers and organic manures with seedlings exhibiting symptoms of weaknesses as per standard operational requirements		5	3	2
	PC17. use appropriate tools such as knife, wire or scissors to prune roots underneath the containers following quality compliances, roottrainers may be utilized		4	2	2
	PC18. follow correct hardening up process suitable to the type of target seedlings		4	2	2
	PC19. follow approved procedures on how to safeguard seedlings against external factors such as adverse weather conditions, human intrusions, attacks by livestock and animals, insects, fungal diseases, other diseases e.g. wilting, powdery mildew, etc.		5	2	3
	PC20. identify the possible causes of propagation failure as per relevant agricultural standards		5	3	2
	PC21. verify that the approved agricultural practices are followed in monitoring the development of plants in nursery in order to meet required parameters		3	2	1

	PC22. ensure that nursery area is clean and controlled against the growth of pathogen infection		2	1	1
	PC23. check the soil composition for fertility, excess irrigation and improper sowing of seeds using appropriate procedures		2	1	1
	PC24. treat diseased plants with appropriate bio-fungicides		4	2	2
	PC25. leave the work area in a safe condition		4	2	2
	PC26. return used tools and materials in appropriate storage location		2	0	2
	PC27. dispose wastes materials in accordance with environmental health & safety		2	1	1
	PC28. report any work related problems or issues to responsible authority and seek guidance on how to rectify problems		4	2	2
		Total	120	60	60
AGR/N6115 Undertake disease control, irrigation and nutrients management activities in a nursery	PC1. comply with relevant occupational health and safety requirements related to the work	110	5	2	3
	PC2. assess possible risks and hazards in the agricultural work area		4	2	2
	PC3. adhere to relevant accident and emergency procedures and hygiene procedures in the work area		5	2	3
	PC4. check that tools, machinery and devices are calibrated and maintained at prescribed scheduled		4	2	2
	PC5. exercise safe handling practices while working with sharp agricultural tools and cutters		6	3	3
	PC6. ensure that tools and machinery parts under direct contact with harvested plant parts are regularly clean as per standard requirement		4	2	2
	PC7. select machine material unlikely to cause hazardous metallic contamination of medicinal plants		4	2	2
	PC8. follow safe and healthy working practices in the work area		4	2	2
	PC9. monitor seedlings in nursery for signs of stress symptoms		6	3	3
	PC10. ensure that nursery area is clean, soil is appropriately treated and adequately irrigated to prevent the growth of pathogen, weeds, insects infestation, etc.		4	2	2
	PC11. use approved techniques to inspect quality of soil composition and ensure sterilization of nursery mixture and appropriate soil treatment		4	2	2

	PC12. confirm that diseased plants are treated with appropriate fungicide, chemical and other biological pesticides		6	3	3
	PC13. verify that seeds are sown in sterilized/fumigated and clean beds		6	3	3
	PC14. ensure that planting materials are maintained under proper sunlight, watering and clean environment		4	2	2
	PC15. confirm that mode of transportation used to move plants are clean and well maintained		5	3	2
	PC16. carry out regular examination of seedling health and removal of diseased stocks		5	3	2
	PC17. estimate and supply appropriate water requirements of the nursery plant species based on agro-climatic conditions		4	2	2
	PC18. apply effective irrigation system to improve plant quality and health; minimize labour costs; improve productivity and reliability; control runoff and waste of water		4	2	2
	PC19. ensure fertilizers or manure is applied when the seedlings shows signs of weakness		5	2	3
	PC20. utilize rain water effectively for supply to seedlings by making structures such as shallow trenches, divisions of ground, etc.		5	3	2
	PC21. exercise safe handling practices while moving nursery plants from one place to another		4	2	2
	PC22. record all the required information such as plants name, quantity, size, geographical location, etc. in accordance with agricultural quality standard		4	2	2
	PC23. confirm that mode of transportation used to move plants are clean and well maintained		4	2	2
	PC24. comply with local regulations on chemical transport, spilling prevention and other accidents		4	2	2
		Total	110	55	55
AGR/N6116 Undertake basic market related activities for forest nursery plants	PC1. ensure that product name, date and time of manufacturing/collecting, geographical location of origin & registration of company/farm etc. are labelled clearly		6	3	3
	PC2. document quantity and quality of product items accurately		10	5	5
	PC3. ensure that price is correctly quoted as per relevant market control agencies, etc.		9	4	5
	PC4. confirm that the marketing costs comprise of transportation, storage, planting materials and handling, etc.		11	6	5
	PC5. sell products to traders registered with panchayats, end-user customers, local marketplace and through auctions organized by concerned agencies	78	11	5	6
	PC6. check that documentary proof of trade license is submitted whenever required		9	4	5
	PC7. collect information on current government schemes/assistance offered in forest nursery raising from authorized agencies		10	5	5
	PC8. use relevant scientific and good collection practices/agro-forestry recommended by governing regulations in forestry		12	6	6
		Total	78	38	40

AGR/ N9909 Use basic health and safety practices in Forestry related work	PC1. use protective clothing/equipment for specific tasks and work conditions	100	6	3	3
	PC2. state the name and location of people responsible for health and safety in the proximity of workplace		4	2	2
	PC3. state the names and location of documents that refer to health and safety in the workplace		4	2	2
	PC4. carry out safe working practices while dealing with hazards to ensure the safety of self and others		4	2	2
	PC5. state methods of accident prevention in the work environment of the job role		4	2	2
	PC6. state location of general health and safety kits in the proximity of workplace		6	3	3
	PC7. identify common hazard signs displayed in various areas		3	2	1
	PC8. demonstrate rescue techniques applied during fire hazard		6	4	2
	PC9. report any incident of fire in the forest area to responsible forest authority		4	2	2
	PC10. demonstrate how to free a person from electrocution		6	3	3
	PC11. administer appropriate first aid to victims where required e.g. in case of bleeding, burns, choking, electric shock, poisoning, etc.		4	2	2
	PC12. demonstrate basic techniques of bandaging		6	3	3
	PC13. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments		7	3	4
	PC14. perform and organize loss minimization or rescue activity during an accident in real or simulated environments		6	3	3
	PC15. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases		7	3	4
	PC16. demonstrate the artificial respiration and the CPR Process		6	3	3
	PC17. participate in emergency procedures		7	3	4
	PC18. complete a written accident/incident report or dictate a report to another person, and send report to person responsible		5	3	2
	PC19. demonstrate correct method to move injured people and others during an emergency		5	2	3
	Total	100	50	50	
	GRAND TOTAL	598	298	300	



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