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**ASCI**  
Agriculture Skill Council of India

# Facilitator Guide



Sector  
**Agriculture And Allied**

Sub-Sector  
**Poultry**

Occupation  
**Poultry Hatchery Operations**

Reference ID: **AGR/Q4401**, Version 1.0  
NSQF Level: 5

# Hatchery Incharge - Poultry

**Published by****Agriculture Skill Council of India**

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**Shri Narendra Modi**  
Prime Minister of India

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

## Acknowledgements

We are thankful to all organizations, subject matter experts and individuals who have helped us in preparation of this facilitator guide. We also wish to extend our gratitude to all those who have reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This guide will lead to successful roll out of the skill development initiatives, helping 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 'Hatchery Incharge - Poultry' 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 marketing the product and generating finances. 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. It has to be ensured that evaluation parameters 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 Hatchery Incharge - Poultry 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



Tips

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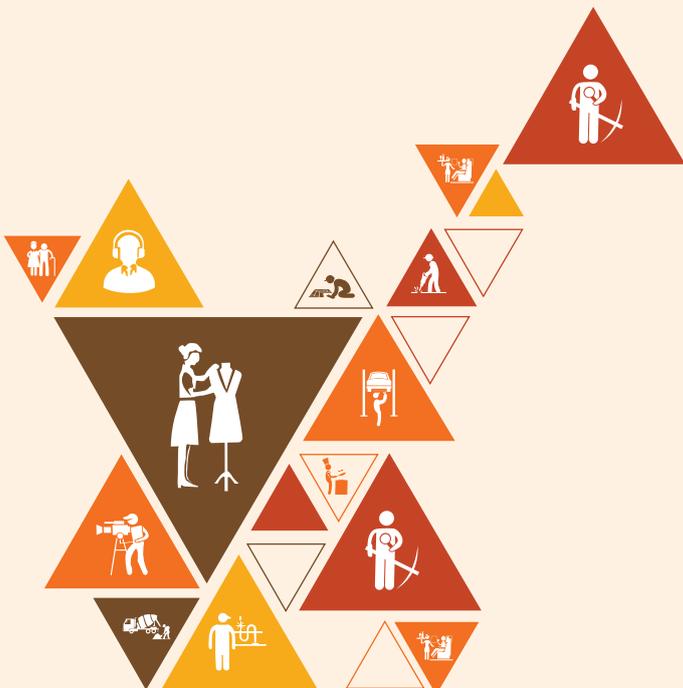
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# 1. Introduction

Unit 1.1 - Hatcheries in India and their Scope



## Key Learning Outcomes

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

1. Explain the hatcheries and its scope in India

## UNIT 1.1: Hatcheries in India and its Scope

### Unit Objectives

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

1. Define the basic concepts of hatcheries
2. Explain role and responsibilities of hatchery incharge

### Resources to be Used

- Available objects such as a white board, duster, marker, notepad, pens, participant handbook, computer, projector, flip charts.
- Power point slides, pictures / posters that depict information about poultry hatcheries and their scope.

### Notes

- Give your brief introduction to participants and describe them the purpose of the training session in detail. Explain your role in training program and discuss about poultry hatcheries in India.

### Say

- Greetings to the participants and also say thanks to everyone for their participation in the program.

### Ask

- What is a hatchery?
- Why do you need a poultry hatchery?
- What can be the possible roles of a hatchery incharge?

### Elaborate

- Poultry hatcheries
- Incubation and hatching
- Roles and responsibilities of a hatchery incharge

## Team Activity



This is introduction activity among the participants and to know their modes of living.

- Make the participants stand in circle, close enough to the person so that they can transfer the parcel quickly.
- Say 'stop' when students least expect it. The person who has the parcel at that time should get out and introduce themselves by providing their names and little additional information such as name of his/her village, things people do in their village for living, list of benefits of poultry hatchery, etc.

## Say



- Did you enjoy this activity? We will enjoy the upcoming activities as well.
- Discuss responses of participants regarding poultry hatcheries.

## Notes for Facilitation



- Arrange relevant reference material on poultry hatcheries.
- A thorough understanding of the meaning of poultry hatcheries and its scope will help in inculcating serving attitudes and create awareness of 'people' dimensions associated with poultry hatcheries.
- Encourage the participants to share their views regarding the training session.
- Motivate participants to always think about how they can make poultry hatcheries sector enriched.
- Address the queries of participants related to discussion and clarify the doubts regarding poultry hatcheries.

## Notes




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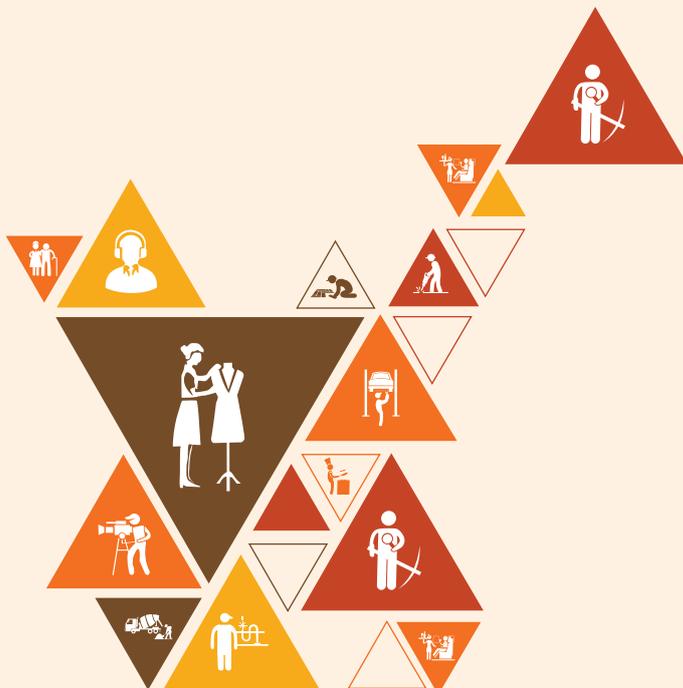


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## 2. Receive and Store Eggs

Unit 2.1 - Norms for Collection and Selection of Quality Hatching Eggs

Unit 2.2 - Storage Specifications for Hatching Eggs



AGR/N4401

## Key Learning Outcomes

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

1. Describe how to determine potential of breeder flock
2. Explain housing and environment of breeder flock
3. Describe nesting arrangements for breeder flock
4. Describe hygienic handling of hatching eggs
5. Explain selection and grading of hatching eggs

## UNIT 2.1: Norms for Collection and Selection of Quality Hatching Eggs

### Unit Objectives

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

1. Monitor quality and high-grade hatching eggs

### Resources to be Used

- Available objects such as a white board, duster marker, computer, projector etc.
- Power point slides depicting housing and nesting environment of breeder flock and grading of eggs.
- Pictures showing rejected eggs.
- Nest boxes, clean litter, eggs.

### Ask

- What is quality of good egg?
- What sex ratio should be present in hatchery?

### Explain

- Norms for collection and selection of quality hatching eggs.

### Elaborate

- Healthy breeder flock
- Nesting arrangements
- Sex ratio
- Selection of good quality eggs for the hatchery
- Egg collection frequency

### Demonstrate

- Demonstrate handling and grading of eggs.
- During demonstration, ask the participants to observe the grading of eggs carefully.

### Field Visit

The purpose of this outdoor activity is to have practical experience on handling and grading of eggs.

- Organize a visit for participants to see the poultry hatchery.
- During field visit, give chance to participants to arrange nest boxes for breeder flock.
- Also ask them to practice grading of eggs for incubation.

## Notes for Facilitation

- Ensure that each participant clearly understood how to handle and grade eggs.
- Hands on skill training on egg selection is necessary.
- Discuss breeder flock management.
- Focus on learning by doing.
- Ensure sufficient pictorial presentation for learning, arrange for visual aids, power point presentations, flip charts etc.

## Exercise

### Key Solutions to PHB Exercises

#### 1. Criteria for breeder flock management:

- The parent stock flock needs to be housed in well ventilated houses with correct indoor temperatures.
- At the onset of lay the depth of litter should not be too deep as this may result in many floor eggs.
- Instead of wood shavings coarse sand may be used.
- If drinkers stand or hang above the litter wet spots may be found, in which rotting bacteria may develop giving rise to the explorers.
- Concrete floors (asphalt) are essential for a good disinfection and the prevention of repeating worm infestations.

#### 2. Ideal sex ratio is 1:10.

#### 3. Eggs need to be collected twice in the morning and once in the afternoon.

#### 4. Cleanliness of egg is an important criterion for selecting the hatching eggs. Since it ultimately affects the hatchability performance also cause possibility of vertically transmitted disease occurrence.

#### 5. Grading of eggs:

- Clean egg shell (No manure, litter, feathers or blood)
- No cracks
- Well-shaped
- No double yolk
- Weight range according to hatchery policy (usually 52 – 68 grams and some hatcheries go as low as 48g).

## UNIT 2.2: Storage Specifications for Hatching Eggs

### Unit Objectives

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

1. Determine optimum environmental conditions and its management in eggs storage chain

### Resources to be Used

- Available objects such as a white board, duster, marker, computer, projector etc.
- Power point slides or pictures indicating storage of hatching eggs.
- Flow chart depicting egg temperature.

### Say

- This session attributes importance of eggs storage conditions before setting in the incubator.

### Elaborate

- Eggs collection
- Egg storage areas
- Criteria for egg storage
- Optimum egg storage conditions
- Storage of hatching eggs
- Effects of storing eggs
- Egg temperature flow chart

### Demonstrate

- Demonstrate the procedure of egg collection.
- During demonstration, ask the participants to observe the process of egg collection carefully.

### Field Visit

- Take the participants to nearby poultry farm for hands on training on careful collection of eggs.
- Give the task to participants to collect eggs from the breeder flock to hatchery.
- Discuss with participants how collected eggs can be stored in optimal conditions.
- Guide the participants to do the activity carefully.

## Say



- Did you enjoy the activity? Wasn't it interesting?

## Team Activity



This activity is based on peer learning where topic wise groups on egg storage are planned for better understanding of the concept.

- Divide the class into 4 teams.
- Assign one topic to each group from below list:
  1. Criteria for eggs storage
  2. Optimum egg storage conditions
  3. Storage of hatching eggs
  4. Effects of storing eggs
- No team should be given the same topic.
- Give sufficient time for teams to refer to the text in participant handbook related to assigned topics and discuss among themselves.
- Ask any one member of the team to present the assigned topics and share it among their peers.
- Motivate the students to ask questions after each presentation.
- Review presentation of each group and add your comment with additional information/corrections.

## Notes for Facilitation



- Pre arrange slides, posters and visuals on storage of eggs.
- Explain environmental conditions for egg storage before incubation.
- Live demonstration on storage of eggs may be provided.
- Fix up meeting with poultry expert to discuss about storage of eggs.
- Give exercise to participants to draw flow chart of egg temperature.

## Exercise



### Key Solutions to PHB Exercises

1. Factors influencing egg storage are temperature and humidity.
2. Temperature requirement in egg storage room is 16-18°C.
3. Maximum period for egg storage is 10 days.
4. Temperature requirement during transport is 20-23°C.
5. Prolonged egg storage reduces hatchability.







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## 3. Carry out Incubation Process

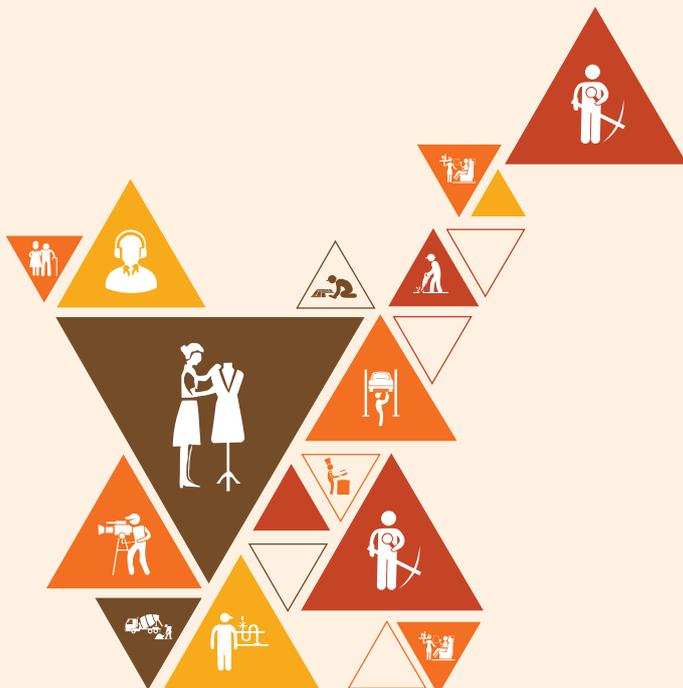
Unit 3.1 - Hatching Eggs Setting

Unit 3.2 - Candling

Unit 3.3 - Transfer of Eggs from Setter to Hatching

Unit 3.4 - Operation of Setter

Unit 3.5 - Hatcher Operation



AGR/N4402

## Key Learning Outcomes

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

1. Demonstrate skill activity for setting of egg from egg laying
2. Explain the setter temperature and relative humidity
3. Demonstrate preparation of the setter before setting
4. Demonstrate scheduling temperature for pre warming of eggs
5. Describe position and turning of eggs

## UNIT 3.1: Hatching Eggs Setting

### Unit Objectives

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

1. Different techniques in setting of eggs in setter

### Resources to be Used

- Participant handbook, pens, computer, projector, white board, flip charts, marker, duster, audio-visual aids, PPT slides or pictures illustrating setting of eggs in setter, incubator, automatic egg turner setter, eggs, etc.

### Say

- In this session, students will develop skill for setting of egg from egg laying.

### Ask

- Why pre warming of eggs is needed?
- What temperature is required for prewarming of eggs?

### Elaborate

- Preparation of incubator before setting
- Setter room environment
- Pre warming of eggs
- Air circulation
- Position of eggs
- Eggs Turning
- Recommendation for setting eggs in incubator

### Activity

- Ask the participants to prepare incubator for egg setting.
- Ask the participants to discuss in group the steps involved in egg setting operation.

### Say

- Appreciate the participants for participating in the activity.
- Emphasize and elaborate on key learning of above group discussion.

## Notes for Facilitation

- Arrange relevant videos specific to content of the topic.
- Make sure participants have thorough understanding of setting of eggs.
- Emphasize each step involved in eggs setting operation.
- Invite any hatchery incharge so that he/she can throw some light on setting of eggs.
- Provide in house skill demonstration of incubator preparation for egg setting.
- Organize a field visit to nearby hatchery for practical exposure.

## Exercise

### Key Solutions to PHB Exercises

1. Preparation of incubator before setting:
  - Before setting checking the incubator is an important criterion.
  - Two or three days before setting, should sanitize the incubator.
  - Empty run the incubator – this will ensure that the incubator is maintaining the proper temperature and relative humidity before the eggs are set.
  - If you are using an automatic turner, test it completely before setting the eggs.
2. To avoid temperature shock to the embryo and consequent condensation on the shell, eggs should be pre-warmed.
3. Eggs should be placed with large end top in the setter.
4. Good air circulation is necessary to maintain room temperature and relative humidity.
5. Eggs turning is necessary to avoid embryo sticking.

## UNIT 3.2: Candling

### Unit Objectives

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

1. Assess the infertility status, growth of normal embryo and dead in germ shell

### Resources to be Used

- Available objects such as a white board, duster, marker, computer, projector etc.
- Power point slides on candling of eggs.
- Pictures showing embryo development in fertile eggs through candling.
- Candling instruments such as candling lamps, LEDs.

### Say

- In this session, students will be taught about embryo development during incubation and importance of egg candling operation.

### Ask

- What is candling? why it is needed?
- What is the appropriate time for candling?

### Elaborate

- Candling of eggs
- Purpose of candling
- Candling time
- Role of air sac during incubation
- The method of candling
- Embryo development in fertile eggs through candling
- Infertile eggs
- Light sources in Candler

### Demonstrate

- Demonstrate the process of candling of eggs.
- During demonstration ask the participants to observe the process carefully.

## Team Activity

This activity is about hands on experience on candling of eggs with the help of candling instruments mentioned in resources section.

- Divide the class into 4-5 groups.
- Ask each team to perform candling of eggs by using candler.
- Also allow the participants to interpret the embryo status.
- Supervise and guide the participants in candling activity.
- Encourage all the participants to actively participate in the activity.

## Notes for Facilitation

- Ask the participants if they have any question.
- Discuss candling operation and equipment used for the same.
- Point out distinction between fertile and infertile eggs.
- Participants may be provided with skill demonstration and hands on training on candling operations.
- Share relevant videos or YouTube links on candling operation with the participants.

## Exercise

### Key Solutions to PHB Exercises

1. Candling has to be done for egg fertility, embryo development and weight loss rate.
2. Appropriate time for candling:
  - First candling period - From fifth (white shell egg) to seventh day (brown shell egg) of incubation
  - Second candling period - From fourteenth to eighteenth day.
3. Infertile eggs can be identified as they will remain clear.
4. Dead in shell can be identified as they will show a dark mass with ill-defined detail and no healthy blood vessels radiating.

## UNIT 3.3: Transfer of Eggs from Setter to Hatching

### Unit Objectives

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

1. Perform egg transfer from setter to hatcher

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, flip charts, Powerpoint presentations, videos, etc. on egg transfer, hatcher trays, automatic egg transfer, etc.

### Say

- This session covers purpose & time of egg transfer and also further explains egg transfer hygiene.

### Ask

- What is the appropriate time of egg transfer?
- Why egg transfer is necessary?

### Elaborate

- Egg transfer period
- Need for egg transfer
- Criteria for egg transfer
- Importance of short egg transfer time
- Best practice for transferring eggs
- Egg transfer room environment
- Egg transfer hygiene
- Automatic egg transfer

### Team Activity

This activity will help in building practical skills in egg transfer.

- Divide the class into 2-3 groups.
- Ask each group to transfer the eggs from setter to hatchery.
- Facilitate the participants during the activity.

## Notes for Facilitation

- Pre arrange a visit to nearby hatchery for live demonstration of egg transfer.
- Provide explanation of egg transfer in all aspects.
- Skill training on egg transfer may be provided.
- Participants should be encouraged to perform egg transfer activity on their own.
- Involve the participants through group activities, discussions and learning by doing.

## Exercise

### Key Solutions to PHB Exercises

#### 1. Reasons for Egg transfer:

- Eggs are laid on their sides to allow free movement of the chick out of the shell at hatching. It also assists hygiene; large quantities of fluff are generated during hatching and could spread this potential contamination around the hatchery.
- Transferring too early or too late will result in embryos being subjected to sub-optimal conditions causing lower hatchability.

#### 2. The egg transfer from setter to hatcher should take place after 18 or 19 days.

#### 3. Techniques in egg transfer:

- Plan carefully, so eggs do not spend any more time out of the incubator than absolutely necessary.
- Use a well-ventilated vacuum lifter to move the eggs from setter tray to hatcher baskets.
- Monitor the process, and the hatch debris regularly to make sure that eggs are not being damaged during transfer.

#### 4. Egg transfer hygiene:

- Wash and disinfect the egg transfer vacuum pad once the transfer is complete to eliminate the chance of future contamination.
- Be sure that both the vacuum pad device and the hatch trays are completely dry before the next transfer.

#### 5. Advantages of automatic egg transfer:

Automatic transfer unit vacuum picks 150 eggs at a time, to gently place them into the basket. Also, an optional egg detects and reject system can also be incorporated into the unit This detects eggs left in the tray after transfer, and rejecting the entire tray and placing it into a temporary buffer for manual inspection.

## UNIT 3.4: Operation of Setter

### Unit Objectives

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

1. Develop structural design and manage functional activity of the setter for maximizing the hatching performance

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, duster, marker, flip charts, PPT Slides on setter operation, setter, thermometer, hygrometer, etc.

### Say

- This session deals with cost effective setter operational management and setter design.

### Elaborate

- Important aspects of setter operation
- Factors affecting setter operation such as:
  - ✓ Temperature
  - ✓ Influence of the temperature during incubation
  - ✓ Measurement of embryo temperature
- Relative humidity
- Ventilation control
- Turning

### Demonstrate

- Demonstrate the process of measuring embryo temperature.
- During demonstration, ask the participants to observe the process carefully.

### Field Visit

This is learning by doing activity on accurate embryo temperature measurement.

- Arrange field trip to participants to poultry hatchery.
- Ask for observation of setter operation in hatchery.
- Give task to participants to measure the embryo temperature as per demonstrated way.
- Ask the participants if they need any kind of help.

## Notes for Facilitation

- Provide complete information on setter operation.
- Focus on ensuring pictorial as well as live presentation for learning.
- Hands on training is necessary on temperature and relative humidity monitoring.
- Guide the participants to measure embryo temperature correctly.
- Advise the participants to maintain hatchery checklists for a good supervision of the events.

## Exercise

### Key Solutions to PHB Exercises

1. Temperature, relative humidity, ventilation.
2. It is very important to control embryo temperature and adjust the air temperature to maintain an embryo temperature of about 99.7 – 100.0°F at the start of the process and 100.0-100.5°F at the end of incubation.
3. Monitoring of air flow in setter can be done through checklists.
4. Eggs need to be turned eight times per day.

## UNIT 3.5: Hatcher Operation

### Unit Objectives

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

1. Demonstrate structural and functional activity of the hatcher for maximizing the hatching performance
2. Analyze cost effectiveness of the produced chicks

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, duster, marker, flip charts, pictures or posters or PPT slides on hatcher operation, videos, hatcher, eggs, etc.

### Say

- This session explains cost effective hatcher operational management and hatcher design.

### Ask

- What is a hatcher room?
- What is the optimum temperature and relative humidity of a hatcher?
- What do you mean by “pulling the hatch”?

### Elaborate

- Hatcher operation
- Hatcher room
- Hatcher environment
- Advancement in hatcher
- Pulling the hatch
- Cleaning process of hatchery

### Field Visit

- Arrange field trip to participants to poultry hatchery for live demonstration.
- Ask for detailed observation about hatcher room, environment and cleaning process.
- Ask the participants if they need any kind of help or clarification.







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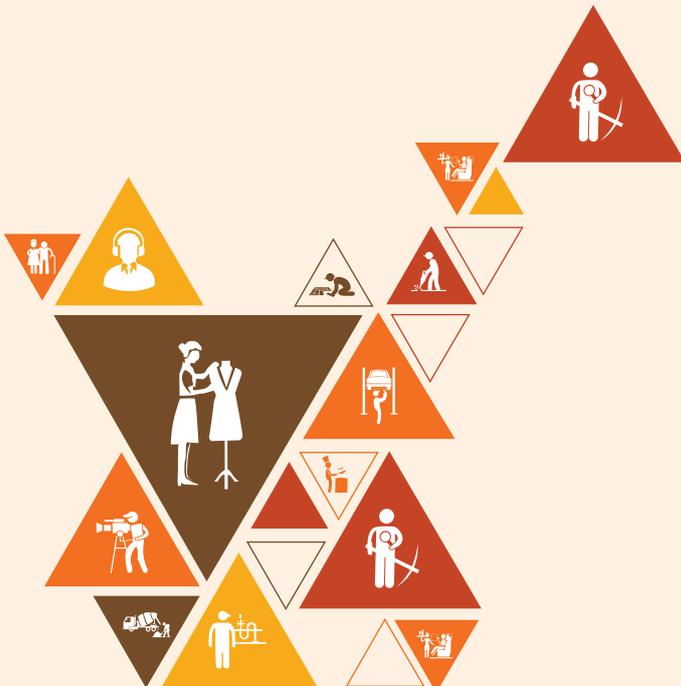
## 4. Perform Grading and Packing of Chicks

Unit 4.1 - Egg Grading for Hatching

Unit 4.2 - Chick Hatching

Unit 4.3 - Quality Packing of Chicks

Unit 4.4 - Care and Preparedness for Chick Transport



AGR/N4403

## Key Learning Outcomes

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

1. Explain scientifically handling of the chicks before, during and after hatch
2. Explain environment requirement for hatching of chicks
3. Demonstrate packaging of just hatched chicks
4. Mention specification of chick packaging box
5. Describe the work in the chick dispatch unit
6. Describe handling of the newly hatched chicks
7. Describe preparation of chicks for dispatch
8. Enumerate points to be noted for delivery of chicks
9. Indicate how to maintain the comfort of the chicks
10. Explain loading and unloading the chicks

## UNIT 4.1: Egg Grading for Hatching

### Unit Objectives

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

1. Examine grading and handling of hatching eggs

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, duster, marker, flip charts, posters or PPT slides on egg grading for hatching, pictures showing good quality nest eggs and rejected eggs, live samples of various qualities of eggs etc.

### Say

- In this session, students will be taught about critical aspects of grading and handling eggs in hatchery operation.

### Ask

- What do you mean by egg grading?
- What is the importance of egg grading?

### Elaborate

- Egg grading
- Hatching egg handling
- Importance of eggs in hatchery operation
- Visual checking and grading
- The procedure of egg grading

### Activity

This activity is for hands on experience on grading of quality eggs.

- Arrange live samples of various kinds of eggs.
- Ask the participants to visually check quality of eggs.
- Then ask the participants to separate good quality eggs and reject the bad quality ones.
- Point out why it is necessary to check each egg quality.

## Say



- Did you enjoy the activity? Wasn't it interesting?

## Notes for Facilitation



- Demonstration on egg grading and handling for incubation may be provided.
- Live samples of different qualities of eggs may be pre-arranged.
- Plan a visit to a hatchery to show egg grading and handling procedure.
- Ask the participants if they have any questions and clarify all doubts of the participants.
- Fix up the meeting with expert for better understanding of the concept.

## UNIT 4.2: Chick Hatching

### Unit Objectives

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

1. Manage newly hatching of the chicks

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, flip charts, marker, duster, power point slides indicating chick hatching process, audio-visual aids, etc.

### Say

- This session will cover scientific process in handling the chicks before hatch, during hatch and after hatch.

### Ask

- What optimum temperature should be maintained for hatching?
- What is a “hatch window”?

### Elaborate

- Chick hatching-process
- Temperature in hatcher
- Relative humidity in hatcher
- Hatch window

### Notes for Facilitation

- Live demonstration of chick handling immediately after hatch is necessary.
- Pre-arrange specific innovative videos on hatching of chicks.
- Motivate participants to practice chick hatching in their own hatchery.

## Exercise

### Key Solutions to PHB Exercises

1. Temperature of 98.5°C and relative humidity of 52-55% needs to be maintained for hatching.
2. Before hatching process:  
When the eggs are last turned, 3 days before hatch, place a layer of crinoline or cheesecloth on the screen under the eggs. It will make cleaning the incubator easier after hatching.
3. After hatching process:  
Clean the incubator after the hatch, so it will be ready for the next time. Sanitation is an important part of incubating. Remove and dispose of the crinoline or cheesecloth, together with the shells and other remains. Clean the inside of the incubator with soap and water, and let it dry completely before putting it away.
4. During hatching process:  
Most chicks should hatch within a 24-hour period. Late-hatching chicks may lack vigour or be abnormal. After the chicks have dried and fluffed up completely, they can be removed from the incubator. When most of the chicks have hatched, can lower the incubator temperature.

## UNIT 4.3: Quality Packing of Chicks

### Unit Objectives

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

1. Use scientific technique in packaging of chicks for providing optimum comfort zone

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, marker, duster, PPT slides on chick packaging, chick packaging box etc.

### Ask

- What is the dimension of ideal chick box?
- What is role of chick dispatching room?

### Elaborate

With the help of participant handbook and relevant reference material, elaborate to participants:

- How to perform care of chicks
- Chick packaging box and its recommended dimensions
- Chick room/packing dispatch

### Demonstrate

- Demonstrate the process of chick packing with the help of images, PPTs or available relevant videos.
- During demonstration, ask the participants to observe process of chick packing carefully.

### Activity

- Take the participants to chick room of hatchery for live experience and practical.
- Ask the participants to observe the live process of chick packing.
- Allow the participants to do packaging of chicks in boxes for dispatch.
- Check if they are performing in demonstrated way or not.

## Notes for Facilitation



- Describe scientific chick packing.
- Live demonstration of chick packing should be shown to participants.
- Display charts, posters, visuals or relevant videos showing chick packing.
- Ask all the participants to take part in the activity.
- Address the queries of the participants.

## Exercise



### Key Solutions to PHB Exercises

1. Newly hatched chicks must be provided with warm air and free from debris.
2. Refer to section 4.3-chick packaging box.
3. Size of the chick packaging box is 2'X2'.
4. Day old vaccination are carried out in the chick dispatching room.

## UNIT 4.4: Care and Preparedness for Chick Transport

### Unit Objectives

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

1. Manage the delivery of newly hatched chicks to delivery at the farm

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, marker, duster, PPT slides on chick packaging, chick packaging box etc.

### Say

- This chapter focuses on major check points for safe delivery of chicks.

### Elaborate

- Chick handling prior to transport from hatcher
- Dispatch of chicks
- Chick delivery report
- Recommendations for baby chick delivery
- Speedy delivery of chicks
- Chick comfort
- Loading of chicks
- Requirements of chick after reaching destination

### Activity

This activity is planned for hands on experience in safe delivery process of checks.

- Ask the participants to practice loading and unloading of chicks.
- Also ask participants to record delivery report of chicks.
- See if they are performing in demonstrated way or not.
- Ask the participants if they need any kind of help.

## Notes for Facilitation

- Describe scientific practices of chick transport.
- Prearrange a visit to nearby place where packaging and transport of chicks is carried out.
- Provide live demonstration of chick delivery.
- Address the queries of participants regarding chick transport.
- Samples of chick delivery report may be arranged.

## Exercise

### Key Solutions to PHB Exercises

#### 1. Handling of the newly hatched chicks:

- The collecting of the chicks: never collect chicks for the second time; certainly, do not help chicks to hatch by cracking the egg into two parts.
- Sexing: hand sexing needs to be done with very young chicks; take precautions against rough sexing.
- Dubbing: use a proper, well cutting pair of scissors.
- Vaccinating (Marek): inject intramuscularly, do not damage blood vessels, nerves or bone tissue.

2. Chicks hatched from young breeders may hold less in reserve (resistance, moisture) than chicks hatched from older ones (correlation with egg-weight).

3. Refer to section 4.4-Loading of chicks.

#### 4. Precautions to be taken during loading & unloading of the chicks:

- During the process of loading and unloading never keep chick boxes crooked and do not handle them roughly.
- Be aware of load limitations of the chick transport van related to temperature and ventilation conditions in the body of the van.
- Boxes of baby chicks should be stocked in cars and rooms in such a way that sufficient clear space is available between the boxes and sides of the car or wall so for the room and between each stock of boxes.
- Placing boxes of baby chicks too near the sides of the car or walls of the room should be avoided at all times.
- Prevent the boxes from sliding. Driving over rough roads, too fast driving in sharp turnings and jamming are the chief causes.
- Protect boxed chicks from direct sunshine.

#### 5. Preparation of house required to receive chicks includes:

- Temperature of 32 - 35°C
- Baby chick mash or chick starter, and water at 20°C
- Dry litter free from disease organisms and, if need be, covered with paper
- 23 hours of daily light







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# 5. Estimate and Procure Required Resources for Hatching Process

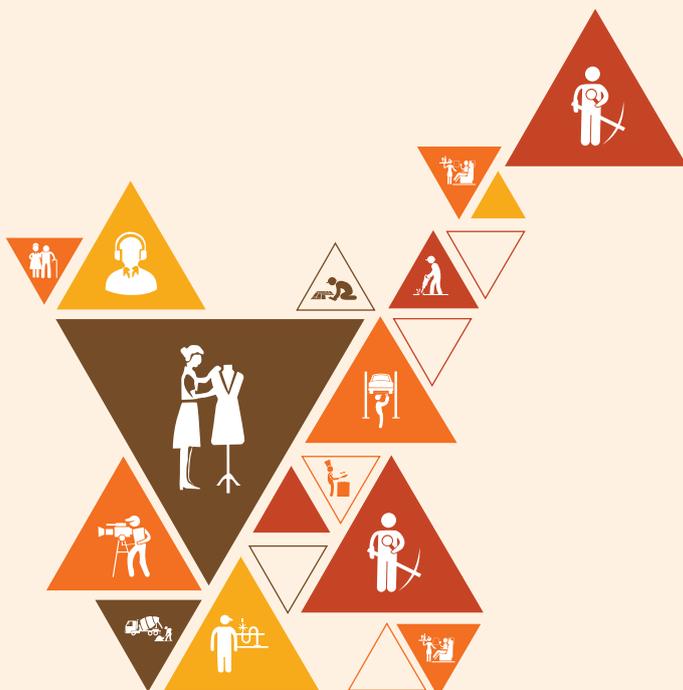
Unit 5.1 - Egg Formation

Unit 5.2 - Inference of Nutrition on Hatching Performance

Unit 5.3 - Hatchery Records

Unit 5.4 - Trouble Shooting-Hatching Equipment

Unit 5.5 - Do's and Don'ts in Hatchery



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## Key Learning Outcomes

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

1. Describe structure of egg formation tract
2. Indicate egg formation flow
3. Differentiate fertile and infertile eggs
4. Indicate how to maintain the comfort of the chicks
5. Explain loading and unloading of the chicks
6. Describe the importance of vitamins on hatching performance
7. Explain the relationship between breeder nutrition and hatching
8. Discuss the importance of male breeder ration
9. Explain how to maintain the calcium requirement
10. Describe how to manage the requirement of vitamin D in breeder ration

## UNIT 5.1: Egg Formation

### Unit Objectives

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

1. Explain the process of egg formation

### Resources to be Used

- White board, flip charts, marker, duster, computer, projector, PPT slides, pictures or videos showing embryo development, sticky notes, pen and notebook, audio-visual aids etc.

### Ask

- What do you mean by egg formation?
- What are the elements of hen reproductive tract?
- Who can tell the difference between fertilized and unfertilized eggs?

### Elaborate

- Egg formation timeline
- Hen reproductive tract:
  - ✓ Ovary
  - ✓ Oviduct
  - ✓ Immature ova
  - ✓ Follicle
  - ✓ Infundibulum
  - ✓ Magnum
  - ✓ Isthmus
  - ✓ Vagina
  - ✓ Cloaca
  - ✓ Vent
- Fertilized and unfertilized egg
- Embryo development from day 1 to day 21

## Activity



- With the help of few relevant videos, show the participants the process of embryo development from day 1 to day 21.
- Motivate participants to engage in the video.
- Conduct a question answer session at the end of the video session.
- Answer each question individually.
- Appreciate the participants who were actively asking questions.

## Notes for Facilitation



- Discuss the process of egg formation in hen reproductive tract.
- Encourage peer learning among participants in the class by answering other participant's questions.
- Visual aid demonstration of embryo development may be shown to the participants.
- Show more innovative images as per topic requirements for better understanding of the topics.

## Exercise



### Key Solutions to PHB Exercises

1. One complete day is necessary for egg formation.
2. Refer to section 5.1-Embryo development from day 1 to day 21.
3. Unfertilized Egg: The embryonic disc of a sterile egg bears an accumulation of white material at its centre  
Fertilized Egg: The fertilized embryonic disc looks like a ring: it has a central area, lighter in colour, which is to house the embryo.

## UNIT 5.2: Inference of Nutrition on Hatching Performance

### Unit Objectives

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

1. Analyze role of breeder nutrition on hatching performance

### Resources to be Used

- White board, marker, duster, computer, projector, PPT slides depicting various information breeder nutrition, charts or tabulations showing deficiency symptoms with nutrients inference, sticky notes, pen and notebook, etc.

### Ask

- Important vitamins required for breeder nutrition.
- Why it is important to separate male breeder ration?

### Explain

- Inference of nutrition on hatching performance.

### Elaborate

- Specific nutrients effects on hatching performance:
  - ✓ Vitamin A
  - ✓ Vitamin D3
  - ✓ Vitamin K
  - ✓ Thiamin
  - ✓ Riboflavin
  - ✓ Niacin
  - ✓ Vitamin B6 (pyridoxine)
  - ✓ Pantothenic acid
  - ✓ Biotin
  - ✓ Folic acid
- Summary of symptoms with nutrition inference
- Breeder nutrition
- Effects of nutrition with hatchability performance
- Breeder diet
- Male feed

## Activity

This is learning by doing activity on understanding relation between nutrition and hatching performance.

- Ask the participants to prepare and present chart on important vitamins and their effects on hatching performance.
- Also discuss with the participants about symptoms with nutrition inference.
- At the end of each presentation, conduct a doubt clarification session.
- Motivate the participants to ask questions after presentation.
- Appreciate the participants for actively participating in the activity.

## Notes for Facilitation

- Explain effects of nutrition with hatchability performance.
- Assist the participants in skill practice to separate male breeder ration.
- Facilitators may use rotational basis for individuals or in groups to take up different activities, answering the question, etc.
- Enhance participation of students in the discussion and activities.

## Exercise

### Key Solutions to PHB Exercises

1. Refer to section 5.2-Specific nutrient effects on hatching performance.
2. The nutritional reasons for embryo death in last three days are severe nutritional deficiencies, e.g., biotin, vitamin A, copper, vitamin E, boron, or pantothenic acid.
3. Calcium requirement of the breeder ration can be maintained by using additional calcium grit at the breeder farm level.
4. The male breeder ration need to be separate as males tends to develop excessive breast muscle or where the control of uniformity is problematic.
5. Deficiency of Vitamin A cause embryonic mortality is early (during days 2 to 3) due to degenerative changes in the brain, spinal cord and nerves. It also causes watery discharge from eyes or have eyelids stuck together during chick hatching.

## UNIT 5.3: Hatchery Records

### Unit Objectives

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

1. Examine and manage technical input and output details in hatchery records

### Resources to be Used

- White board, flip charts, marker, duster, computer, projector, PPT slides, record keeping book, registers, record sheets, pen and notebook etc.

### Ask

- What do you mean by record keeping?
- What is the utility of maintaining hatchery record?

### Elaborate

- Purpose for maintaining hatchery records
- Two levels of record keeping
- Qualities of record sheets
- Hatchability summary records
- Total hatch and salable hatch
- Manager's hatch report
- Three segments of month end report such as:
  - ✓ Hatchability data
  - ✓ Cost analysis
  - ✓ Other data
- Hatchery record analysis

### Practical

This practical is aimed at skill practice on data recording and maintenance of hatchery registers. Ensure to have paper and pen for this activity.

- Visit a commercial poultry hatchery unit.
- Ask the owner of hatchery unit to share all the records and registers that he/she has maintained till date.
- Ask the students to do practice of recording of data in various registers maintained in hatchery.
- Also ask them to frame the outlook to enter the daily data for keeping record.

## Notes for Facilitation

- Enumerate and describe various types of record keeping followed in hatchery.
- Encourage the students to maintain record of all activities of their own hatchery.
- Samples of different registers may be arranged for better understanding of the topic.
- Encourage participants to have practical exposure on this topic.
- Keep some exercises handy for the activity.

## Exercise

### Key Solutions to PHB Exercises

1. Different type of hatchery records.
  - Hatchability summary records
  - Manager's hatch report
  - Month end report
2. Refer to section 5.3-Hatchability summary.
3. Hatch ability record include number of hatching eggs set, total chicks hatched, percentage of total hatch, percentage of grade-outs, percentage of salable chicks and number of salable chicks.
4. Cost analysis of records.
  - Total procurement cost per case of eggs
  - Egg cost per salable chick hatched
  - Total cost to hatch one salable chick
  - Total cost to deliver one salable chick
  - Total cost to sell one chick
  - Total cost to hatch, deliver and sell one chick
5. Refer to section 5.3-Hatchability data.

## UNIT 5.4: Trouble Shooting - Hatchery Equipment

### Unit Objectives

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

1. Identify the problems and maintain optimum performance of the hatchery

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, flip charts, marker, duster, PPT slides, hatchery equipment such as hatchery incubators, setter, hatchers, heaters, coolers, calibration probe, calibrating sensors, accurate thermometer, accurate hygrometer, format for calibration checklist.

### Ask

- Why it is necessary to monitor hatchery equipment?
- What is calibration?

### Elaborate

- Checking of incubators and hatchers
- Calibration
- Key points to successful calibration
- Calibration checklist
- Calibrating sensors

### Activity

This activity will help the participants to check the issues in equipment and their troubleshooting.

- Take the participants to hatchery situated in their area.
- Ask the participants to check the various equipment used in hatchery and Identifying the problems in the existing equipment.
- Encourage the participants to practice calibration of equipment in hatchery.

**Say**

- Did you find this activity interesting? I hope you will enjoy upcoming session as well.

**Notes for Facilitation**

- Make sure the participants are well aware on how to identify problem in equipment and remedy for the same.
- Enumerate hatchery equipment operational status and describe trouble shooting the problems.
- Provide skill training on spot like checking temperature fluctuations in setter.
- Plan field trip to hatchery to have better understanding of troubleshooting.
- Prearrange slides, pictures or videos specific to the topic.

**Exercise****Key Solutions to PHB Exercises**

1. A critical part of hatchery maintenance is the monitoring of equipment to ensure that performance is within acceptable limits and to identify promptly when machines are beginning to drift away from optimum performance.
2. If there are problems in egg turner then eggs stay turned in the same direction for more than one hour and eggs turned at different angles.
3. Refer to section 5.4-Key points to successful calibration.

## UNIT 5.5: Do's and Don'ts in Hatchery

### Unit Objectives

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

1. Apply do and don't do steps in the hatchery

### Resources to be Used

- White board, duster, marker, computer, projector, pen, notepad, flip charts, PPT slides depicting Do's and Don'ts in hatchery

### Say

- In this session, students will learn about Do's and Don'ts in hatchery.

### Elaborate

- Basic rights to do in a hatchery
- Things not to do in hatchery

### Demonstrate

- Demonstrate do's and don'ts in hatchery.

### Activity

This is peer learning exercise to recall important points to be taken care while managing hatchery.

- Ask the participants to list out do's and don'ts do things in hatchery.
- Randomly ask any one participant to share his/her list among the peers.
- At the end of activity, conduct a group discussion among the participants related to this topic.

### Notes for Facilitation

- Assist all groups to understand the topic clearly through visualization.
- Constantly motivate each students to follow do's and don'ts do things in hatchery.
- Wherever possible, involve the participants for peer learning.
- Motivate the non-participating students to take part in the activity.







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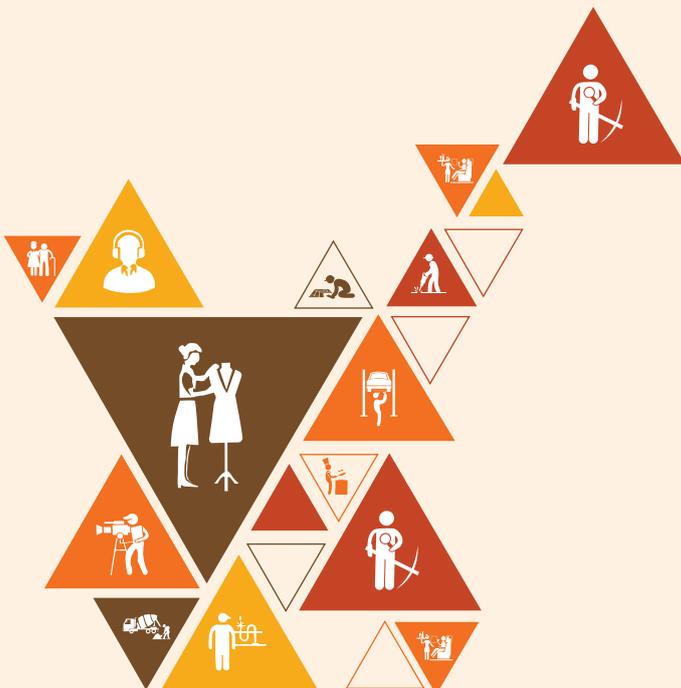
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# 6. Maintain Hatchery Equipment, Building and Environment

Unit 6.1 - Hatchery Design and Layout

Unit 6.2 - Hatchery Equipment

Unit 6.3 - Hatchery Environment



AGR/N4405

## Key Learning Outcomes

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

1. Plan the layout of the hatchery complex
2. Outline plan for arrangements of different units of hatchery
3. Explain norms for construction of incubator room
4. Describe functional activity of each unit

## UNIT 6.1: Hatchery Design and Layout

### Unit Objectives

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

1. Select and design of hatchery complex for maintaining the functional efficiency

### Resources to be Used

- White board, duster, flip chart, PPT slides on hatchery design and layout etc.
- Blueprint of poultry hatchery.
- Pictures of different hatchery units.

### Say

- This chapter explains layout of the hatchery complex, arrangements of different units of hatchery, functional activity of each unit, one-way functional operation, importance and norms for construction of incubator room.

### Elaborate

- Appropriate location of hatchery.
- Different units of hatchery such as office room, working place, egg storage room, fumigation room, egg receiving room, incubator room, setter size, chick sexing room, sales room, generator shed, other rooms, etc.

### Practical

This practical will help in deeply understanding structure of ideal hatchery by self drawing the layout through pen and paper .

- Ask the participants to draw blueprint for layout of small-scale hatchery.
- See if the participants have correctly drawn the hatchery layout or not.
- Confer an award to the participant having best layout for small-scale hatchery.

## Field Visit



- Organize a visit for participants to see the poultry hatchery and understand its ideal structure.
- During field visit, ask the participants to observe the different units of poultry hatchery carefully.
- At the end of the activity, answer the query of the participants.
- Motivate the participants to ask questions.
- Ask the participants to make note of their observations.
- Discuss with the participants regarding the basic points for hatchery location and construction.

## Notes for Facilitation



- Make sure that every participant is well acquainted with different units of poultry hatchery.
- Field demonstration and hands on training is necessary.
- Provide in house explanation of structure and functions of various units in hatchery.
- Participants should be encouraged to draw layout for their own poultry hatchery.
- Clarify all the doubts of the participants.

## Exercise



### Key Solutions to PHB Exercises

1. Selection of hatchery location.
  - Hatchery should be away from the other farms.
  - Electricity, water, transport and labour facilities should be available in the site selected for hatchery.
2. Office room, working place, Egg storage room, Fumigation room, Egg receiving room, Incubator room, Chick sexing room, Sales room, Generator shed, Washing room, Store room, Waste room, etc.
3. Storage room should be large enough and well planned for the racks to provide space for various hatchery items like chick boxes, packing materials and spare incubator fittings. Good lighting facilities and access to the road is also desirable.
4. Norms for fumigation room.
  - Meant for fumigate the hatching eggs.
  - The entry of air should be restricted in the fumigation room.
  - There should be exhaust room to remove the air from the inside the room.
5. Refer to section 6.1.1-Hatchery design and layout.

## UNIT 6.2: Hatchery Equipment

### Unit Objectives

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

1. Manage effectively hatchery equipment and demonstrate its functional aspects

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, duster, marker, PPT slides or pictures on different hatchery equipment, different hatchery equipment such as hatchery carts, eggs candlers, eggs graders, incubators, hatchers, hatching trays, etc.

### Ask

- Have you ever been to poultry hatchery?
- Can you list out some of the hatchery equipment?

### Elaborate

Different hatchery equipment such as:

- ✓ Hatchery carts
- ✓ Egg cases
- ✓ Egg flats
- ✓ Egg graders
- ✓ Egg candlers
- ✓ Vacuum egg lifts
- ✓ Egg washers
- ✓ Incubators
- ✓ Hatchers
- ✓ Test thermometers
- ✓ Incubation trays
- ✓ Hatcher trays
- ✓ Chick box
- ✓ Chick box racks
- ✓ Service tables
- ✓ Tray washers
- ✓ Vaccine equipment

## Activity

This activity is for identification of various hatchery equipment with the help of audio visual aids.

- Display the pictures of different hatchery equipment on projector.
- Some of them could be hatchery carts, egg cases, egg candler, incubators, egg graders, hatcher trays etc.
- Ask the participants to identify them and note down the answers in their notepad.
- See if they have correctly identified the equipment or not.
- Ask the participants to discuss about the purpose of different hatchery equipment.
- Motivate them to engage them in activity and clear doubts of the participants.

## Notes for Facilitation

- Ensure that all the participants are well equipped with different equipment used in poultry hatchery.
- Pre arrange slides/charts or visuals for better understanding of the topic.
- Ask the students if have any doubts regarding the topic.
- Give assignments to each participant to illustrate different hatchery equipment in their practical record.
- Visit a nearby hatchery for live demonstration of various hatchery equipment.

## Exercise

### Key Solutions to PHB Exercises

1. Classification of hatchery equipment based on utilization:
  - Egg handling
  - Incubation
  - Miscellaneous
2. Egg handling equipment:
  - Hatchery carts
  - Egg cases
  - Egg flats
  - Egg graders
  - Egg candler
  - Vacuum egg lifts
  - Egg washers
3. Incubation equipment:
  - Incubators
  - Hatcher
  - Test thermometers
  - Incubation trays
  - Hatching trays
4. Hatcher is used when the fertile egg in the incubator is about 3 days from hatching so that the eggs can hatch.

## UNIT 6.3: Hatchery Environment

### Unit Objectives

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

1. Manage hatchery environment for optimum hatchability

### Resources to be Used

- Participant handbook, pens, computer, projector, white board, flip charts, marker, duster, audio-visual aids, PPT slides or charts depicting hatchery environment, thermometer, hygrometer etc.rs, hatcher, hatching trays, etc.

### Say

- In this session, students will be enlightened about the optimum environment requirement both inside and outside the hatchery.

### Ask

- What do you mean by macro and micro environment?
- What are factors affecting micro environment?

### Elaborate

- Macro and micro environment
- Factors affecting micro environment are:
  - ✓ Temperature
  - ✓ Humidity
  - ✓ Role of humidity in hatchability
  - ✓ Ventilation
  - ✓ Turning
- Position of eggs
- Macro environment (hatcher and hatcher room environment)
- Squeal of improper hatchery environment

## Practical



- Take participants to nearby commercial poultry hatchery.
- Demonstrate them to record temperature and relative humidity of setter and hatchery.
- During demonstration ask the participants to observe the process carefully.
- Give participants the task to interpret the readings which will be recorded.

## Notes for Facilitation



- Provide notes on micro environment in hatchery.
- Assist all the participants to understand the concept.
- Provide in house visual demonstration of hatchery environment.
- Field visit to commercial poultry hatchery is necessary to enhance their learning.
- Encourage hands on experience through practical experiments.

## Exercise



### Key Solutions to PHB Exercises

1. Micro environmental factors for monitoring are temperature, relative humidity, ventilation.
2. Optimum temperature for setter is 99.5°F to 100°F and optimum temperature for hatcher is 77.0°F.
3. Optimum relative humidity during setter is 55-60% and optimum relative humidity during hatcher is 50-55%.
4. Refer to section 6.3-Macro environment (incubator and hatch room environment).
5. Turning of eggs:
  - Eggs should be turned at least 8 times a day.
  - It prevents the adhering of the embryo to extra-embryonic membranes and reduces the possibility of embryo mortality.
  - In large commercial incubators eggs are turned automatically each hour.
  - Mostly eggs are turned to a position of 45° from vertical and then reversed in the opposite direction to 45° from vertical.







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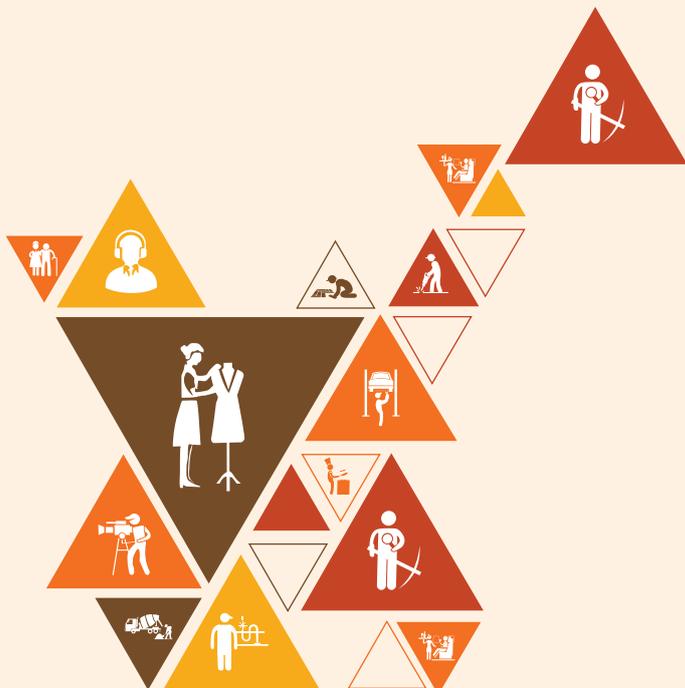
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# 7. Sanitation Management of the Hatchery Unit

Unit 7.1 - Fumigation of Eggs and Equipment

Unit 7.2 - Hatchery Sanitation



AGR/N4406

## Key Learning Outcomes

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

1. Explain the purpose of fumigation of egg and equipment
2. Demonstrate clean and dirty areas
3. Demonstrate fumigation of hatching eggs
4. Describe different method of fumigation
5. Assist the participants to analyze requirement of the fumigation process
6. Describe technique for creating hygienic environment
7. Explain worker hygiene, equipment hygiene and egg hygiene
8. Demonstrate disinfection procedure in hatchery

## UNIT 7.1: Fumigation of Eggs and Equipment

### Unit Objectives

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

1. Apply scientific methods to initiate and complete effective fumigation

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, flip charts, marker, duster, PPT slides or videos on fumigation of eggs and equipment, flow chart on egg sanitizing in hatchery, buckets, cloths and brushes, formaldehyde gas, pressure washers, agar plates and swabs etc.

### Ask

- Why fumigation is important?
- Which chemical is needed for fumigation of hatchery?

### Elaborate

- Washing of hatchery buildings and equipment
- Fumigation
- Eggs sanitizing in hatchery work flow
- Methods of generating formaldehyde gas
- Requirements for proper fumigation
- Fumigation levels under different conditions of usage
- Points to be considered for hatchery cleaning and fumigation

### Practical

This practical is for hands on training on fumigation of hatchery and respective equipment with the help of resource like formaldehyde and other mentioned in the section.

- Take participants to nearby hatchery.
- Ask the participants to perform fumigation of the hatchery equipment and hatchery building.
- Point out the step wise procedure involved in fumigation.

## Notes for Facilitation



- Ensure that each participant is well equipped with fumigation process.
- Arrange some specific innovative videos as per topic requirements.
- Involve more and more participants in group activity, group discussion, etc.
- Plan a field visit to hatchery for live demonstration of fumigation process.
- Skill training is necessary for effectiveness on fumigation.

## Exercise



### Key Solutions to PHB Exercises

1. Fumigation is needed to reduce and continually minimize the level of microbiological contamination and subsequently the risk of microbiological contamination in the building, machinery, eggs and chicks.
2. Potassium permanganate and formalin are common methods for fumigation.
3. Temperature, relative humidity, time and concentration are the environmental requirements during fumigation.
4. 3X formaldehyde fumigation concentration is needed for hatching eggs.

## UNIT 7.2: Hatchery Sanitation

### Unit Objectives

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

1. Maintain hygienic environment in hatchery

### Resources to be Used

- Participant handbook, pens, notepad, computer, projector, white board, flip charts, marker, duster, power point slides on hatchery sanitation, samples of some disinfectants like phenol, hypochlorite and chlorinated lime, quaternary ammonium compound, Iodophore, sprayer, potassium permanganate, formalin, sieve cloth, etc.

### Say

- This session covers hygienic environment and disinfection procedure in hatchery.

### Ask

- Why it is necessary to maintain hatchery sanitation?
- What do you understand by disinfection?

### Elaborate

- Hatchery sanitation
- Building maintenance
- Workers hygiene
- Fumigation of eggs
- Method of generating formaldehyde gas
- Disinfectant and Properties of disinfectant chemicals
- Procedure of using disinfectants chemicals in hatcheries

### Activity

This activity will help to recall various disinfectants suitable for poultry hatcheries.

- Ask the students to list out different disinfectants used in poultry hatchery.
- Randomly ask any one students to discuss the properties of listed out disinfectants.
- Facilitate the students to answer queries of other students.
- Ask if they have any doubts.







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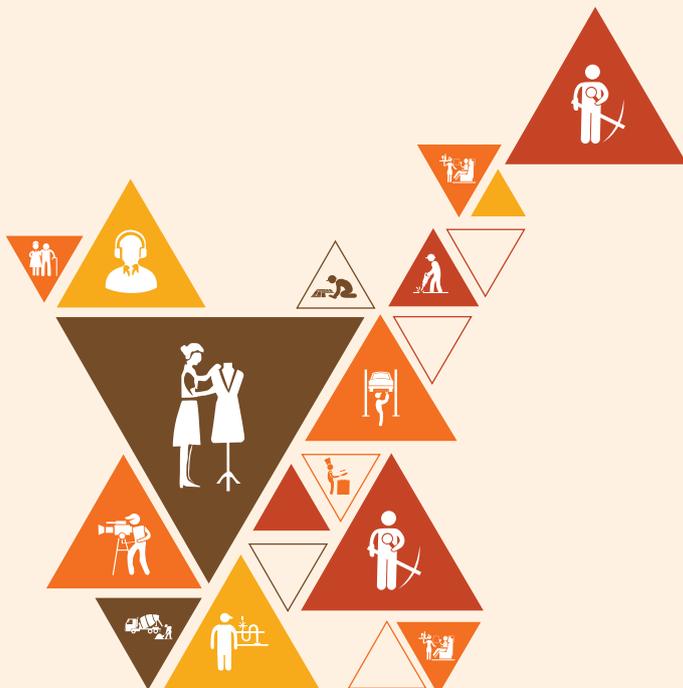
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# 8. Maintain Safe Work Environment

Unit 8.1 - Disposal of Hatchery Waste



AGR/N9906

## Key Learning Outcomes

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

1. State different types of hatchery waste
2. Explain handling of the disposal of hatchery waste
3. Describe how to dispose of the hatchery waste
4. Explain how to treat the hatchery waste
5. Describe recycling of the egg shell waste

## UNIT 8.1: Disposal of Hatchery Waste

### Unit Objectives

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

1. Manage hatchery waste

### Resources to be Used

- Participant handbook, pens, computer, projector, white board, flip charts, marker, duster, specific innovative videos on different methods of disposal of hatchery waste, live samples of hatchery waste such as empty shells, infertile eggs, dead embryos, late hatchings and dead chickens, waste water, etc.

### Ask

- What are the different kinds of hatchery waste?
- What are the uses of egg shell?

### Elaborate

- Types of hatchery waste
- Disposal methods of hatchery waste
- Handling of hatchery waste
- Methods to recycle egg shells
- Major and minor uses of egg shells
- Solid waste treatments systems such as:
  - ✓ Power generation
  - ✓ Rendering
  - ✓ Autoclaved and extruded
  - ✓ Boiling
  - ✓ Ensiling
  - ✓ Composting
- Hatchery waste water management
- Challenges associated with disposal of hatchery waste

### Demonstrate

- Different methods of disposing hatchery waste such as vermicompost, incineration, rendering etc.

## Team Activity



This is group discussion activity to extend the peer learning on hatchery waste management.

- Ask the students to divide themselves into 4-5 groups.
- Assign one topic to each team from below list:
  - ✓ Power generation
  - ✓ Rendering
  - ✓ Autoclaved and extruded method
  - ✓ Boiling
  - ✓ Ensiling
  - ✓ Composting
- Ask the team members of each group to discuss the respective topic with process, benefits and challenges in adoption.
- Ask one of the team members to enlist the discussed points and share with the entire learners.
- Conduct question answer session after group discussion.
- Sum up the key outcomes from each discussion.
- Clear the doubts of the students.

## Notes for Facilitation



- Advise the participants to put vermicompost in their farm.
- Live demonstration of different methods of disposing hatchery waste should be shown to the participants.
- Arrange slides, pictures or visuals for effective understanding of hatchery waste management.
- Focus on how can we efficiently recycle hatchery waste.
- A poultry expert may be invited to discuss hatchery waste in more detail.

## Exercise



### Key Solutions to PHB Exercises

1. The solid hatchery waste comprises empty shells, infertile eggs, dead embryos, late hatchings and dead chickens and a viscous liquid from eggs and decaying tissue.
2. Different methods of disposing hatchery waste:
  - Land fill
  - Composting
  - Rendering
  - Incineration
3. Scientific handling of hatchery waste:
  - Vacuum extraction system - to transfer the waste into bins.
  - Store the waste in a cool room and then place the waste into a Bio-Bin.
  - Some hatcheries will crush the waste first, then use a vacuum or auger system to transfer waste into the bin.
  - Otherwise transport the hatchery waste to a facility that separates the liquids from the solids by using a centrifuge. The liquid is refrigerated and transported to a pet food manufacturing plant. The solids are sent to land fill.







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# 9. Employability & Entrepreneurship Skills

Unit 9.1 - Personal Strengths & Value Systems

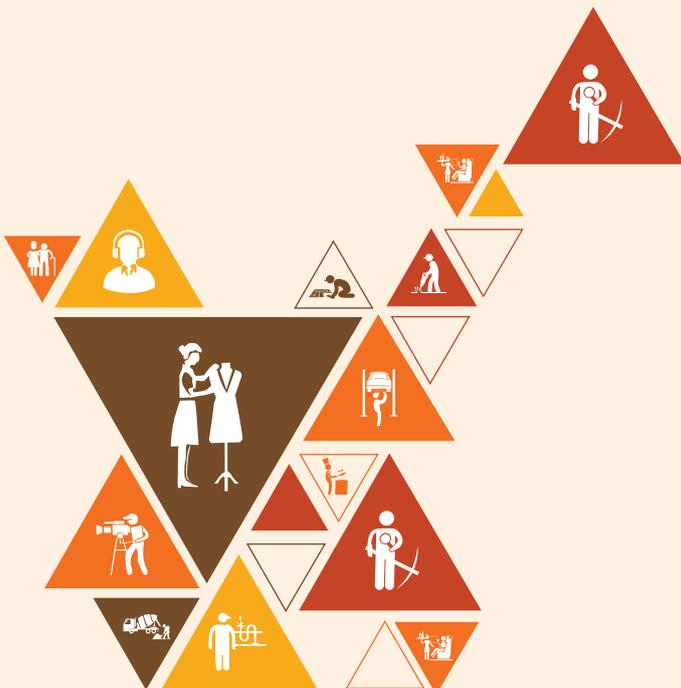
Unit 9.2 - Digital Literacy: A Recap

Unit 9.3 - Money Matters

Unit 9.4 - Preparing for Employment & Self Employment

Unit 9.5 - Understanding Entrepreneurship

Unit 9.6 - Preparing to be an Entrepreneur



## 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
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 9.1: 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

## 9.1.1: 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.

## 9.1.2: 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 9.1.2.1 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.

## 9.1.3: 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.

## 9.1.4: 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.

## 9.1.5: 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>

## 9.1.6: 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 9.1.6.1 TO- DO list format**

**URGENT-IMPORTANT GRID**

**URGENT/ IMPORTANT**

- Meetings
- Last minute demands
- Project deadlines
- Crisis

**NOT URGENT/ IMPORTANT**

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

**1**

**2**

**3**

**4**

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

**URGENT/ NOT IMPORTANT**

- Internet surfing
- Social media
- Watching TV

**NOT URGENT/ NOT IMPORTANT**

**URGENT/ IMPORTANT GRID format**

**URGENT/ IMPORTANT**

**NOT URGENT/ IMPORTANT**

**1**

**2**

**3**

**4**

**URGENT/ NOT IMPORTANT**

**NOT URGENT/ NOT IMPORTANT**

Fig 9.1.6.1. 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

## 9.1.7: 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.
<b>Result of your anger:</b>
Write the techniques that you use to manage your anger:
<b>Anger Management Techniques</b>

## 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.

## 9.1.8: 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 9.2: 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

## 9.2.1: 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.

## 9.2.2: 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.

## 9.2.3: 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:
  - T: 2:30
  - P: 2:00
  - 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 9.3: 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

## 9.3.1: 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.

## 9.3.2: 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.

<b>Photograph</b>	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	
<b>Applicant Details:</b>			
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			

<b>Detail of Assets</b>	Owning House : Y/N	Owning Farm :		
	Y/N			
	No. of Animals :	Any other :		
<b>Existing Bank A/c. of family members / household</b>	Y / N	If yes, No. of A/cs. _____		
<b>Kisan Credit Card</b>	Whether Eligible Y / N			
I request you to issue me a <b>Rupay Card</b> .				
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.				
<b>Declaration:</b>				
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.				
<b>Place:</b>				
<b>Date:</b>		<b>Signature / LTI of Applicant</b>		
<b>Nomination:</b>				
<b>I want to nominate as under</b>				
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.
<b>Place:</b>				
<b>Date:</b>				<b>Signature / LTI of Applicant</b>
<b>Witness(es)*</b>				
1. _____				
2. _____				
*Witness is requires only for thumb impression and not for signature				

Table 9.3.2.1. Sample Bank Account Opening form

### 9.3.3: 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.

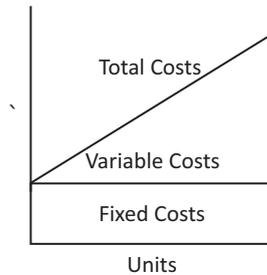


Fig 9.3.3.1. Graphical illustration of fixed vs. variable costs

- 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)

## 9.3.4: 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.*

### 9.3.5: 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 9.4: 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

## 9.4.1: 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.

## 9.4.2: 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

## 9.4.3: 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 interviewer 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.

## 9.4.4: 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 9.5: 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

## 9.5.1: 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](http://mudra.org.in) etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

## 9.5.2: 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 9.5.2.1. 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.

## 9.5.3: 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.

## 9.5.4: 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 atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

**Problem solving Scenario 1**

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

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

**Problem solving Scenario 2**

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

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

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

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

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

**Negotiation Scenario 1**

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

**Negotiation Scenario 2**

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

## Notes for Facilitation

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

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

**Conducting the activity**

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

## Summarize



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

## 9.5.5: 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.

## 9.5.6: 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.

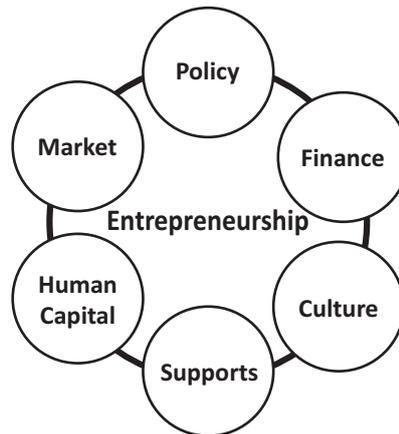


Fig 9.5.6.1. Entrepreneurship Support Eco-System

## 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.

## 9.5.7: 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.

## 9.5.8: 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 9.6: 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

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

### Resources to be Used

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

### Ask

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

### Example

- Let's have a look at this example.

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

### Say

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

### Team Activity

#### Market Study

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

#### Activity De-brief

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

**Do** 

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

**Say** 

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

**Ask** 

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

**Say** 

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

**Say** 

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

**Team Activity** **4 Ps of Marketing**

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

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

**Activity De-brief**

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

**Do** 

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

#### 4. Upper end rich people

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

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

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

### Say

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

### 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.

## 9.6.2: 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*

## 9.6.3: 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.

## 9.6.4: 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.

<b>MY BUSINESS PLAN</b>
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.

## 9.6.5: 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.

<b>CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)</b>
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

## 9.6.6: 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 make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summarize

- 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.

## 9.6.7: 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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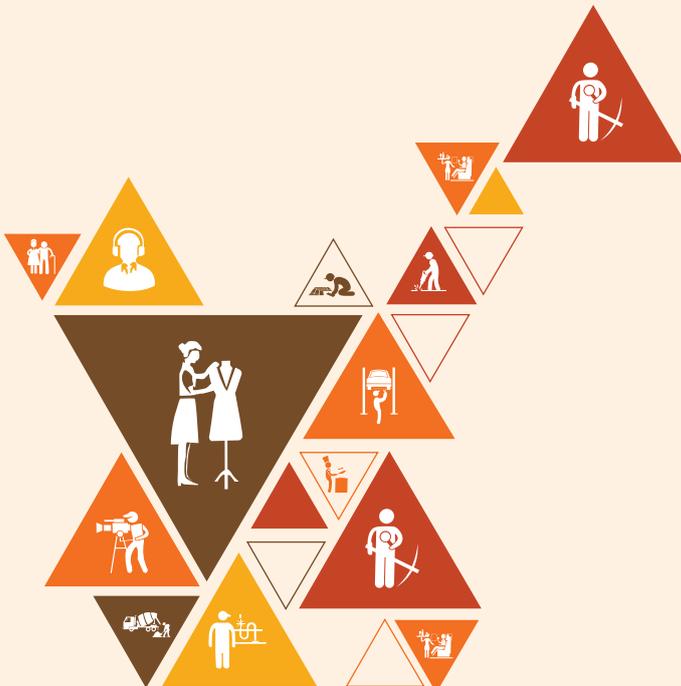
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## 10. Annexures

Annexure I - Training delivery plan

Annexure II - Assessment criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
Program Name:	Hatchery Incharge - Poultry		
Qualification Pack Name & Ref. ID	AGR/Q4401, v1.0		
Version No.	1.0	Version Update Date	
Pre-requisites to Training (if any)	12th Standard Pass		
Training Outcomes	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Carry out incubation process:</b> Receiving and storing of eggs, incubation process.</li> <li>• <b>Perform Grading and Packing of Chicks:</b> Grading of chicks, identify the sex of chicks, packing of chicks.</li> <li>• <b>Estimate and procure required resources:</b> Identify the inputs, estimate the inputs, identify and select the vendors, procure the inputs.</li> <li>• <b>Maintain hatchery equipments, building and environment:</b> Record Keeping, observation, maintenance of hatchery equipments.</li> <li>• <b>Maintain health and safety:</b> Hatchery sanitation, hygiene environment, worker health, worker safety at work place, hazard analysis etc.</li> </ul>		

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
1.	Introduction T: 5:00 (HH:MM)	1.Pre-training assessment	<ul style="list-style-type: none"> <li>• Assess the current knowledge on small scale poultry holders</li> </ul>		Facilitator led discussion,group participation	White board, duster, marker, flip charts, pen ,notebook	01:00
		2.Ice breaker	<ul style="list-style-type: none"> <li>• Introduce each other and build rapport with fellow trainees and the trainer</li> </ul>		Classroom lecture, games,group participation, activity	White board, duster, power point slides,pen ,notepad	02:00
		3.Hatcheries in india and its scope	<ul style="list-style-type: none"> <li>• Discuss scope &amp; importance of poultry hatcheries in India</li> </ul>		Class room lecture, team activity,facilitator led discussion	White board, duster, marker, notepad, pens, computer, projector, flip charts,power point slides that depict various information about Poultry hatcheries and its scope	02:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
2.	Receive and store eggs T: 10:00 P: 15:00 (HH:MM)	1. Healthy breeder flock management	• State health breeder flock maintenance, nesting arrangements and maintain correct sex ratio	AGR/N4401 PC1 ,PC3, KA1 KA3,KB11, KB12,SB1	Class room lecture, demonstration, group discussion, activity to arrangement for breeder flock	White board, duster marker, computer, projector, power point slides depicting housing and nesting environment of breeder flock	T: 2:00 P: 3:00
		2. Collection of eggs	• Explain the points for clean egg collection and collection frequency	AGR/N4401 PC4 PC8,PC12 PC14,KB2 KB4,KB10, KB12,SA1 SA3,SB2	Class room lecture, demonstration, group activity to practice grading of eggs for incubation, field visit	White board, duster marker, computer, projector, power point slides depicting grading of eggs, pictures showing rejected eggs, nest boxes, clean litter, eggs, etc.	T: 2:00 P: 4:00
		3. Storage specifications for hatching eggs	• State optimum environmental conditions for hatching egg storage	AGR/N4401 PC9, PC11 ,KB5,KB6, KB8,KB9, SB3,SB4	Class room lecture, demonstration, expert session, group discussion	White board, duster, marker, computer, projector, power point slides or pictures indicating storage of hatching eggs etc.	T: 2:00 P: 3:00
		4. Effects of egg storage	• Enumerate effects of prolonged storage on hatchability performance	AGR/N4401 KB7,SB7 SB9	Class room lecture, live demonstration, group discussion, field visit, activity to collect eggs from the breeder flock to hatchery	White board, duster, marker, computer, projector, PPT slides or pictures indicating storage of hatching eggs, flow chart depicting egg temperature etc.	T: 2:00 P: 4:00
		5. Recap	• Recall the learning of the "Receive and store eggs" module	AGR/N4401 SA4, SA6	Group participation, quiz	Pen and notebook , Questionnaires	T: 2:00 P: 1:00
3.	Carry out incubation process T: 10:00 P: 20:00 (HH:MM)	1. Preparatory steps before egg setting	• Outline the preparation of setter before setting and pre warming of eggs for setting	AGR/N4402 PC1,PC2, KB8,SB3	Class room lecture, demonstration, activity to prepare incubator for egg setting, field visit	Participant handbook, pens, computer, projector, white board, flip charts, marker, duster, PPT slides or pictures illustrating setting of eggs in setter, etc.	T: 1:00 P: 2:00
		2. Hatching eggs setting	• Describe different factors for setting of eggs	AGR/N4402 PC3, PC4, KB9 ,SB6	Class room lecture, expert session, group discussion on the steps involved in egg setting operation	PPT slides, pen, paper, chart , incubator, automatic egg turner setter, eggs, etc.	T: 1:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		3.Candling of eggs	<ul style="list-style-type: none"> <li>•Explain importance of candling of eggs in setter operation</li> </ul>	AGR/N4402 PC5,PC18, KB7	Class room lecture,demonstration, group discussion,group activity to perform candling of eggs	White board, duster, marker, computer, projector, power point slides on candling of eggs, candling instruments such as candling lamps, LEDs,etc.	T: 1:00 P: 2:00
		4.Embryo development	<ul style="list-style-type: none"> <li>•List out the day wise embryo development during incubation through candling</li> <li>•State the identification process of fertile eggs</li> </ul>	AGR/N4402 PC6 PC8, KB1, SB1,SB5, SB7	Class room lecture,trainer led discussion,activity to interpret embryo status	White board,duster,marker, charts,pen,notebook, pictures showing embryo development in fertile eggs through candling	T: 2:00 P: 3:00
		5.Transfer of egg to hatcher	<ul style="list-style-type: none"> <li>•Enumerate the points for egg transfer from setter to hatchery</li> </ul>	AGR/N4402 PC9,KB2, KB3,SB4	Class room lecture,demonstration, group activity to transfer eggs from setter to hatchery,field visit	Participant handbook, pens, notepad, computer, projector, white board, flip charts, PowerPoint presentations, videos on egg transfer, hatcher trays, automatic egg transfer, etc.	T: 1:00 P: 3:00
		6.Setter operation	<ul style="list-style-type: none"> <li>•Explain checklist of setter operation</li> </ul>	AGR/N4402 PC15 to PC17,PC19, KB6,SA2, SB2	Class room lecture,demonstration, group activity related to hatcher operation,group participation,field visit	Participant handbook, pens, notepad, computer, projector, white board, duster, marker, flip charts, PPT slides on setter operation, setter, thermometer, hygrometer, etc.	T: 1:00 P: 3:00
		7.Hatcher operation	<ul style="list-style-type: none"> <li>•Describe checklist of hatcher operation including hatcher temperature, humidity, air flow and position of eggs</li> </ul>	AGR/N4402 PC10 ,PC14 ,KB4, SA2, SB2	Class room lecture,demonstration, group discussion,activity to measure embryo temperature,field visit	Participant handbook, computer, projector, white board, duster, marker, flip charts, pictures or posters or PPT slides on hatcher operation, videos, hatcher, eggs, etc.	T: 1:00 P: 3:00
		8.Recap	<ul style="list-style-type: none"> <li>•Recall the learning of the "carry out incubation process " module</li> </ul>	AGR/N4402 SA4, SA6	Group participation,quiz	Pen and notebook, Questionnaires	T: 2:00 P: 1:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
4.	Perform grading and packing of chicks T: 10:00 P: 20:00 (HH:MM)	1.Grading of eggs for incubation	<ul style="list-style-type: none"> <li>•Demonstrate grading of eggs for incubation</li> </ul>	AGR/N4403 PC1,PC4, PC12,PC14 KB1,KB8, SB1,SB5	Classroom lecture,live demonstration,activity to check visually quality of eggs,field visit,group activity	Computer, projector, white board, duster, marker, flip charts, posters or PPT slides on egg grading for hatching, pictures showing good quality nest eggs and rejected eggs, live samples of various qualities of eggs etc.	T: 2:00 P: 4:00
		2.Chick hatching	<ul style="list-style-type: none"> <li>•Explain before, on and after hatching of chicks process</li> <li>•Define hatch window</li> </ul>	AGR/N4403 PC2,KB2, KB3,KB9, SB8,SB9	Classroom lecture,live demonstration, group activity to assess hatch window	Computer, projector, white board, flip charts, marker, duster, Power point slides indicating chick hatching process , audio-visual aids, etc.	T: 2:00 P: 3:00
		3.Quality packing of chicks	<ul style="list-style-type: none"> <li>•Describe technique in packaging of chicks for optimum comfort zone</li> </ul>	AGR/N4403 PC5 PC8, KB5, KB6,SB2, SB5	Classroom lecture,demonstration, activity to do packaging of chick boxes for dispatch,field visit	Participant handbook,computer, projector, white board, marker, duster, PPT slides on chick packaging, chick packaging box etc.	T: 1:00 P: 4:00
		4.Care and preparedness for chick transport	<ul style="list-style-type: none"> <li>•Discuss chick handling prior to transport from hatcher</li> </ul>	AGR/N4403 PC3,PC9 PC11,KB4, SB3	Classroom lecture, demonstration,trainer led discussion,group activity	Participant handbook, pens, notepad, computer, overhead projector, white board, marker, flip charts, pictures,PPT slides on chick transport,videos etc.	T: 2:00 P: 3:00
		5. Chick transport	<ul style="list-style-type: none"> <li>•Define transport of newly hatched chicks at the farm</li> <li>•Explain delivery of newly hatched chicks at the farm</li> </ul>	AGR/N4403 PC13,PC15, PC16,KB7, Sb6, SB7	Classroom lecture,demonstration, activity to practice loading & unloading of chicks,field visit	Computer, overhead projector, white board, marker, flip charts, PPT slides, videos showing appropriate method of delivery of chicks, samples of chick delivery report etc.	T: 1:00 P: 4:00
		6.Recap	<ul style="list-style-type: none"> <li>•Recall the learning of the "Perform grading and packing of chicks" module</li> </ul>	AGR/N4403 SA4, SA6	Facilitator led discussion,quiz, group participation	White board, duster, marker, pen and notebook, questionnaires	T: 2:00 P: 2:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
5.	Estimate and procure required resources for hatching process T: 10:00 P: 15:00 (HH:MM)	1.Egg formation	<ul style="list-style-type: none"> <li>Outline the egg formation in hen</li> <li>Describe the process of embryo development from day 1 to day 21</li> </ul>	AGR/N4404 PC1,KA3, KB2	Classroom lecture,demonstration, video session related to embryo development,Q/A session,facilitator led discussion	White board, flip charts, marker, duster, computer, projector, PPT slides, pictures or videos showing embryo development, sticky notes, pen and notebook, audio-visual aids etc.	T: 1:00 P: 3:00
		2.Specific nutrient effects on hatching performance	<ul style="list-style-type: none"> <li>Explain role of each nutrient in hatching performance of the flock</li> <li>Specify the breeder nutrition for better hatching performance</li> </ul>	AGR/N4404 PC4,PC7, KA1, SA4,SB1, SB4	Classroom lecture,activity to prepare chart on important vitamins and their effects on hatching performance,group discussion	White board, marker, duster, computer, projector, PPT slides, charts or tabulations showing deficiency symptoms with nutrients inference, pen and notebook, etc.	T: 1:00 P: 2:00
		3.Hatchery records	<ul style="list-style-type: none"> <li>State the importance of recording the daily input and output data to analyze the profit margin and hatch wise hatchability performance</li> </ul>	AGR/N4404 PC8,KA3, SA5	Classroom lecture,practical demonstration,activity to record data in various registers maintained in hatchery,field visit	White board, flip charts, marker, duster, computer, projector, PPT slides, record keeping book, registers, record sheets, pen and notebook	T: 2:00 P: 2:00
		4.Trouble shooting-hatchery equipments	<ul style="list-style-type: none"> <li>Explain the problems and maintain optimum performance of the hatchery</li> </ul>	AGR/N4404 KB1,SA2, SB7,SB9	Classroom lecture,practical demonstration,activity to identify problems in various equipment used in hatchery	Participant handbook, pens, notepad, computer, projector, white board, flip charts, marker, duster, PPT slides, hatchery equipment such as hatchery incubators, setter, hatchers, heaters, coolers	T: 1:00 P: 2:00
		5.Calibration of hatchery equipments	<ul style="list-style-type: none"> <li>Enumerate key points for successful calibration</li> </ul>	AGR/N4404 PC2,KB5, SB8	Classroom lecture,practical demonstration,activity to perform calibration of equipment in hatchery,field visit	PPT slides,calibration probe, calibrating sensors, accurate thermometer, accurate hygrometer, format for calibration checklist	T: 1:00 P: 3:00
		6.Do's and don'ts in hatchery	<ul style="list-style-type: none"> <li>List do and don't do steps in the hatchery</li> </ul>	AGR/N4404 KB6,KB7, SA1	Classroom lecture,demonstration, group discussion, activity to list out do's & don'ts in hatchery	White board, duster, marker, computer, projector, pen, notepad, flip charts, PPT slides depicting Do's and Don'ts in hatchery	T: 2:00 P: 2:00
		7. Recap	<ul style="list-style-type: none"> <li>Recall the learning of the "Estimate and procure required resources for hatching process " module</li> </ul>	AGR/N4404 SA6, SA9	Facilitator led discussion,quiz, group participation	White board,duster,marker, pen and notebook, questionnaires	T: 2:00 P: 1:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
6.	Maintain hatchery equipments, building and environment T: 10:00 P: 20:00 (HH:MM)	1.Hatchery design and layout	•Explain scientific functioning of hatchery,its location and construction	AGR/N4405 PC5 PC8, KB1, KB4,KB11, SB5,SB1	Class room lecture, demonstration,activity to draw blueprint for layout of small-scale hatchery	White board, duster, flip chart, PPT slides on hatchery design and layout, blueprint of poultry hatchery etc.	T: 2:00 P: 3:00
		2.Hatchery units	•State different units in hatchery	AGR/N4405 PC9 PC12,KB5, KB6,KB9, KB14,SB3	Class room lecture, group discussion,field visit to observe different hatchery units	White board, duster, marker, pen, notebook, flip chart, pictures of different hatchery units	T: 1:00 P: 4:00
		3.Hatchery equipment	•Explain different equipment used for egg handling in hatchery •State the importance of equipments during incubation process	AGR/N4405 PC1 PC4, KB3, KB10,KB13 ,SB6,SB2	Class room lecture,group discussion,activity to identify different hatchery equipment	PPT slides or pictures of different hatchery equipment, different hatchery equipment such as hatchery carts, eggs candler, eggs graders, incubators, hatcher, hatching trays	T: 2:00 P: 4:00
		4.Hatchery environment	•Explain types of hatchery environments	AGR/N4405 PC13 PC15,KB12, KB15,SB2, SB5	Class room lecture,demonstration, practical related to hatchery environment,field visit	Participant handbook, computer, projector, white board, flip charts, marker, duster, sticky notes, PPT slides or charts depicting hatchery environment, etc.	T: 2:00 P: 3:00
		5.Hatchery micro environment	•Explain the environmental conditions in side the hatcher and setter	AGR/N4405 PC16 PC18,KB2, SB4	Class room lecture, demonstration,activity to interpret readings of temperature & relative humidity, field visit	Computer, projector, white board, flip charts, marker, duster, PPT slides, videos, pen, notebook, thermometer, hygrometer etc.	T: 1:00 P: 4:00
		6.Recap	•Recall the learning of the "Maintain hatchery equipments,building and environment" module	AGR/N4405 SA3,SA4	Group participation,quiz	Pen and notebook, Questionnaires	T: 2:00 P: 2:00
7.	Sanitation management of the hatchery unit T: 10:00 P: 20:00 (HH:MM)	1. Fumigation	•Define fumigation and state its importance	AGR/N4406 PC1 PC3, KB1, SB3, SB4	Classroom lecture,practical related to fumigation of hatchery building & equipment,group discussion,field visit	PPT or videos on fumigation of eggs and equipment, flow chart on egg sanitizing in hatchery, buckets, cloths and brushes, formaldehyde gas, pressure washers, agar plates and swabs etc.	T: 2:00 P: 3:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		2.Methods of fumigation	•Describe different methods of generating fumigation	AGR/N4406 PC8,SB1, SB2	Classroom lecture,demonstration, facilitator led discussion,field visit	Participant handbook, pens, notepad, computer, projector, white board, flip charts,marker,duster, PPT slides, formaldehyde gas, pressure washers, buckets,etc.	T: 1:00 P: 4:00
		3. Hatchery sanitation	•Enumerate the points for egg hygiene in hatchery	AGR/N4406 PC4,PC7, SB5,SB7	Classroom lecture, demonstration, field visit, practical on hatchery sanitation	Computer, projector, white board, flip charts, marker, duster, Power point slides on hatchery sanitation, etc.	T: 2:00 P: 4:00
		4. Workers hygiene	•Enumerate the steps and procedure for workers' personal hygiene	AGR/N4406 PC5,KB4, KB5	Classroom lecture, demonstration trainer led discussion	Computer, projector, white board, flip charts, marker, duster, PPT slides, pen,notebook etc.	T: 1:00 P: 4:00
		5. Disinfection	•Discuss disinfection procedure followed in setter operation	AGR/N4406 PC9,PC10, KB2,KB3, SB6	Classroom lecture, demonstration activity to list out different disinfectants, group discussion	PPT slides, disinfectants like phenol, hypochlorite and chlorinated lime, quaternary ammonium compound, Iodophore, sprayer, potassium permanganate, formalin, sieve cloth, etc.	T: 2:00 P: 3:00
		6.Reacp	•Recall the learning of the "Sanitation management of the hatchery unit" module	AGR/N4406 SA5,SA6	Group participation, quiz	Pen and notebook, Questionnaires	T: 2:00 P: 2:00
8.	Maintain safe work environment T: 10:00 P: 15:00 (HH:MM)	1. Hatchery waste	•Explain different types of hatchery waste and its handling •Describe different disposable methods of hatchery waste	AGR/N9906 Pc1, PC3, PC5, KB2, SB2	Classroom lecture, demonstration expert session on hatchery waste	Computer, projector, white board, marker, live samples of hatchery waste such as empty shells, infertile eggs, dead embryos, late hatchings and dead chickens, waste water, etc.	T: 2:00 P: 3:00
		2. Recycling of egg shells	•Decribe different methods to recycle egg shells •State major and minor uses of egg shells	AGR/N9906 PC2, PC8, KB3, SB1, SB3	Classroom lecture, demonstration, Q/A session, group participation	White board, duster, marker, computer, projector, flip charts, PPT slides, pen, notebook, etc.	T: 2:00 P: 3:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
		3.Hatchery solid waste management	•Describe different methods of solid waste treatments systems	AGR/N9906 PC4,PC9, KB1,SB4, SB5	Classroom lecture, demonstration, group discussion on different methods of solid waste treatments	Computer, projector, white board, marker, specific innovative videos on different methods of disposal of hatchery waste, etc.	T: 2:00 P: 4:00
		4.Hatchery waste water management	•Explain integrated aquaculture method	AGR/N9906 PC10,PC11, KB4,SB6, SB7	Classroom lecture, demonstration, facilitator led discussion,group activity	Computer, projector, white board, marker,videos,PPT slides, pen, notebook, etc.	T: 2:00 P: 3:00
		5.Recap	•Recall the learning of the "Maintain safe work environment" module	AGR/N9906 SA1,SA2	Facilitator led discussion, quiz, group participation	White board,duster,marker, pen and notebook, questionnaires	T: 2:00 P: 2:00

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for ASCI- Hatchery Incharge - Poultry	
Job Role	Hatchery Incharge - Poultry
Qualification Pack	AGR/Q4401
Sector Skill Council	Agriculture

S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Assessment will be conducted for all compulsory NOS, as well as the selected elective 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 criteria.
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.

Assessment outcomes	Assessment Criteria for outcomes	Total Marks (300)	Out Of	Marks Allocation	
				Theory	Skills Practical
1. AGR/N4401 Receive and store eggs	PC1.check that eggs are received in temperature and humidity controlled vehicle	45	2	0	2
	PC2.unload the eggs without damaging them in controlled environment		1	0	1
	PC3. check that quantity of eggs received is in accordance with the purchase order		3	1	2
	PC4. clean the eggs thoroughly in controlled environment to remove any foreign matter on them		3	1	2
	PC5.segregate the eggs unsuitable for hatching like dirty, cracked, small, very large, elongated, rounded, toe punched, wrinkled and eggs with poor shell		3	1	2
	PC6.isolate non-hatch able or rejected eggs and send them for commercial sale as per company's policy		3	1	2
	PC7.take hatch able eggs to fumigation room and disinfect them with formalin and potassium permanganate solution for 15-20 mins		10	5	5
	PC8.maintain the record of number of eggs received, hatch able and non- hatch able eggs post segregation		4	2	2
	PC9. set the temperature and humidity level of the cold storage as per company's hatchery standards		3	2	1
	PC10. shift the hatch able eggs from fumigation room to cold storage without damaging them		1	0	1

	PC11. maintain the record as per company's SOP		4	2	2
	PC12. handle eggs without damaging them		1	0	1
	PC13. clean, disinfect and segregate hatch able eggs accurately		3	2	1
	PC14. ensure accurate record keeping as per company's SOP		4	3	1
			<b>45</b>	<b>20</b>	<b>25</b>
2. AGR/N4402 Carry out hatchery process	PC1. set the temperature and relative humidity level of the setter incubator as specified in the SOP	60	4	2	2
	PC2. take out hatch able eggs from the cold storage and place them carefully into the setter tray		3	1	2
	PC3. ensure that small (pointed) end of eggs are downward		2	1	1
	PC4. keep the setter tray straight and place it in the setter incubator for 18 days		2	1	1
	PC5. take out the eggs from setter incubator at the end of 18th day		2	1	1
	PC6. inspect eggs to check their fertility through candling method by putting a bright light source behind setter tray and viewing the eggs		6	3	3
	PC7. segregate eggs through which light could not pass (fertile eggs) from eggs allowing the passage of light (unfertile eggs)		3	1	2
	PC8. isolate unfertile eggs and send them for commercial sale as per company's policy		3	1	2
	PC9. complete the documentation as per company's SOP		4	2	2
	PC10. set the temperature and relative humidity level of the hatcher incubator as specified in the SOP		4	2	2
	PC11. transfer fertile eggs carefully from the setter incubator to the Hatcher incubator at the end of 18th day		2	1	1
	PC12. apply formalin treatment in the Hatcher to color the chicks by placing a cloth soaked in formalin into it daily		4	2	2
	PC13. take out newly hatched chicks at the end of 21 days from the Hatcher incubator		2	0	2
	PC14. maintain the record as per company's policy		4	2	2
	PC15. place eggs in the setter tray without causing any damage to eggs		2	1	1
	PC16. set and maintain uninterrupted temperature and humidity level of setter and Hatcher incubators as per company's SOP		4	2	2
	PC17. get maximum hatch able eggs at the end of 18 days from setter incubator		3	3	0
	PC18. segregate accurately fertile eggs from unfertile eggs through candling process		3	1	2
	PC19. ensure only fertile eggs go to Hatcher incubator		3	3	0
			<b>60</b>	<b>30</b>	<b>30</b>
3. AGR/N4403 Perform grading and packing of chicks	PC1. segregate the healthy chicks in newly hatched lot from unhealthy, undersize and weak chicks after taking them out of hatchery incubator	60	5	3	2
	PC2. vaccinate the healthy chicks as per company's SOP through injections, eye drops and nasal drops		8	4	4
	PC3. differentiate males from females chicks based on their feather quality		4	2	2
	PC4. isolate unhealthy, undersize and weak chicks to destroy them as per company's SOP		4	2	2

	PC5.collect new packing boxes with punched holes in side wall from the manager		1	0	1
	PC6. adapt the number of chicks per box to the climate conditions as per company's policy		4	4	0
	PC7.pack chicks in boxes as per company's SOP		4	2	2
	PC8. put the boxes on racks or trolleys while waiting for delivery		2	0	2
	PC9. prior to loading the lorry, take care the truck is well cleaned and disinfected		3	2	1
	PC10. dispatch chicks by keeping different age groups and breeds apart		3	1	2
	PC11.load chick boxes after having sufficient clear space between two boxes and between boxes and the sides of the van		3	1	2
	PC12.maintain the record as per company's policy		4	2	2
	PC13.segregate healthy from unhealthy chicks from freshly hatched lot accurately		3	1	2
	PC14.vaccinate the healthy chick properly with the prescribed dose		3	1	2
	PC15.accurately differentiate males from				
	female chicks		3	1	2
	PC16.pack and load chicks properly without causing any damage to them		3	1	2
	PC17.ensure that chicks could be transported quickly, comfortably and under optimum sanitary conditions		3	3	0
			<b>60</b>	<b>30</b>	<b>30</b>
4. AGR/N4404 Estimate and procure required resources for hatching process	PC1.understand hatchery unit's capacity to hatch eggs at one time		3	2	1
	PC2.assess the requirements of different resources like setter incubator, Hatcher incubator, weighing balance, generator, air conditioner, fan, lights, man power, veterinary clinic instruments/equipment, mops, detergent, medicines, disinfectants, vaccinations, fogging machine, hand washing solutions, cloths; sleepers; caps; masks, supply boxes, litter, wrapping tapes, motors; fan belts; humidity coils; switches and other spares of incubators etc to meet company's egg hatching targets		6	2	4
	PC3. prepare the final list of resources required along with their quantity in consultation with hatchery unit manager	30	4	3	1
	PC4. collect information about suppliers providing the required resources in the market		2	1	1
	PC5. select right supplier(s) for required materials in consultation with hatchery unit manager as per company's policy		2	2	0
	PC6. negotiate with supplier(s) on prices and supply time of materials to get the best deal		3	1	2
	PC7. place order and procure the material from supplier(s) in time bound manner		1	0	1
	PC8. maintain the record of procurement as per company's policy		3	1	2
	PC9. estimate all the required resources correctly		2	0	2
	PC10. identify right supplier(s) to maintain uninterrupted material supply		1	1	0
	PC11. get the quality material in time at the lowest cost		2	1	1
	PC12. ensure availability of quantity of material for achieving company's quality and quantity target of egg hatching		1	1	0
			<b>30</b>	<b>15</b>	<b>15</b>

5. AGR/N4405 Maintain hatchery equipments, building and environment	PC1. perform visual inspection of hatchery tools and equipment daily	30	3	2	1
	PC2. check that all tools and equipment like fogging machines, veterinary medicine equipment, sanitation equipment etc are in working and usable condition		3	1	2
	PC3. get the tools and equipments cleaned by workers daily		2	0	2
	PC4. get the tools and equipment repaired whenever they are not in working condition		2	1	1
	PC5. perform visual inspection of the physical infrastructure periodically as per standards		3	2	1
	PC6. ensure there is no bare or damaged electrical wire		1	0	1
	PC7. ensure that screws of main plug are tight and there is no damage in electrical board		1	0	1
	PC8. ensure all lights, air conditioners and other electrical appliances are working		1	0	1
	PC9. ensure all water tap, connector or pipe is not leaking or blocked		1	0	1
	PC10. check that there is no seepage in the walls		1	0	1
	PC11. ensure that all the sewerage outlets / holes are unblocked		1	0	1
	PC12. ensure that hatchery unit is free of pests and insects		1	0	1
	PC13. get the hatchery unit and its surrounding area cleaned		4	3	1
	PC14. ensure that setter trays and other equipments are cleaned thoroughly between different production lots		1	1	0
	PC15. ensure that hatchery units are disinfected thoroughly by fumigation / spray as per company's SOP		1	1	0
	PC16. ensure constant temperature inside the building, setter and hatchery units as per SOP		1	1	0
	PC17. ensure that unhealthy chicks are disposed off according to company's SOP / regional regulations		1	1	0
	PC18. ensure uniform temperature throughout the hatchery area		1	1	0
	PC19. ensure clean and disinfected atmosphere in the hatchery unit		1	1	0
		<b>30</b>	<b>15</b>	<b>15</b>	
6. AGR/N4406 Sanitation management of the hatchery unit	PC1. have separate doors for the movement of workers, materials / equipments and garbage	45	2	2	0
	PC2. strictly implement one-way traffic rule for movement of workers and v		2	2	0
	PC3. keep the doors of hatchery units closed all the time		2	2	0
	PC4. ensure that hatchery is divided into three zones for hygiene purpose, each with a different colour for the clothes and boots of workers. This is to be done as per company's SOP		4	2	2
	PC5. ensure that while entering the hatchery the workers should take shower, change clothes, shoes and wash their hands with disinfectant solution		4	4	0
	PC6. document the practices as per company's policy		4	2	2
	PC7. ensure frequent cleaning and disinfection of the hatchery units.		6	3	3
	PC8. ensure cleaning and fumigation of egg receiving room, egg segregation room, cold storage, chick grading and packing rooms twice a day		6	3	3

	PC9. ensure thorough cleaning and disinfection of trays and other equipments after each hatch		6	1	5
	PC10. ensure cleaning and disinfecting the drains		6	2	4
	PC11. ensure high hatchability percentage and sellable healthy chicks		3	2	1
			<b>45</b>	<b>25</b>	<b>20</b>
7. AGR/N9906 Maintain safe work environment	PC1. comply with general safety procedures of the company	30	6	6	0
	PC2. follow standard safety procedures while handling equipment, hazardous material or tool		4	3	1
	PC3. check parts of the workplace and take preventive actions like spraying and other steps to protect from leakages, water logging, pests, fire, pollution, etc.		2	0	2
	PC4. ensure no accidents and damages at the workplace, reporting of any breach of company safety procedure		2	2	0
	PC5. keep the workplace organized, swept, clean and hazard free		2	0	2
	PC6. attend fire drills and other safety related workshops organized at the workplace		2	0	2
	PC7. be aware of first aid, evacuation and emergency procedures		2	2	0
	PC8. be alert of any events and do not be negligent of any safety procedures to be followed		2	2	0
	PC9. avoid accidents while using hazardous chemicals, machines, sharp tools and equipments		2	0	2
	PC10. use safety materials such as protective gear, goggles, caps, shoes, etc. (as applicable with workplace)		4	0	4
	PC11. handle heavy and hazardous materials with care and using appropriate tools and handling equipment such as trolleys, ladders		2	0	2
			<b>30</b>	<b>15</b>	<b>15</b>
	<b>TOTAL</b>	<b>300</b>	<b>300</b>	<b>150</b>	<b>150</b>





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