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GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



**N.S.D.C.**  
**National Skill Development Corporation**

Transforming the skill landscape



HYDROCARBON SECTOR  
SKILL COUNCIL

# Facilitator Guide



Sector  
Hydrocarbon Industry

Sub-Sector  
Downstream

Occupation  
Retail Distribution

Reference ID: HYC/Q3101, Version 1.0  
NSQF Level 4

## Retail Outlet Attendant (Oil & Gas)

## Published by

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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

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## About this book

This facilitator guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational Standard (NOS) is covered across Unit/s.

Key learning objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

## Symbol Used



**Steps**



**Time**



**Tips**



**Notes**



**Objectives**



**Do**



**Ask**



**Explain**



**Elaborate**



**Field Visit**



**Practical**



**Lab**



**Demonstrate**



**Exercise**



**Team Activity**



**Facilitation Notes**



**Learning Outcomes**



**Say**



**Resources**



**Activity**



**Summary**



**Role Play**



**Example**

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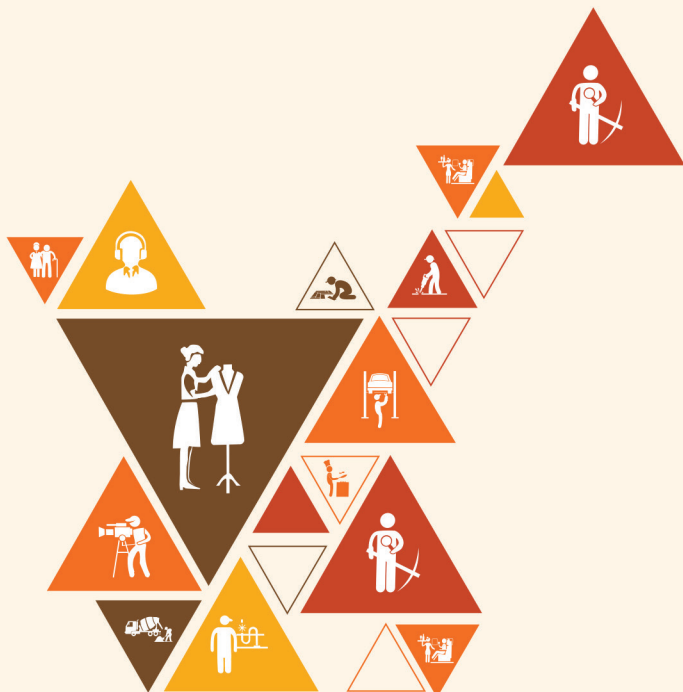
# 1. Introduction

Unit 1.1 - Introduction to the Training Programme

Unit 1.2- Introduction to the Hydrocarbon Sector

Unit 1.3 - Introduction to the Downstream Segment

Unit 1.4 - Role of a Retail Outlet Attendant



## Key Learning Outcomes



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

1. Introduce each other
2. Build rapport with fellow participants and the trainer
3. State the expectations from the training programme
4. Establish some ground rules for the effective facilitation of the programme
5. Explain the purpose of the training programme
6. State the benefits of the training programme
7. Discuss the Qualification Pack and National Occupation Standards
8. Describe the Hydrocarbon Sector
9. Explain what Hydrocarbons are and describe the different types of Hydrocarbons
10. Describe the refining process for Crude Oil
11. State the different types of fuels
12. List the three major segments in the Hydrocarbon Sector
13. State the functions of the Downstream Segment
14. Explain the roles and responsibilities of a Retail Outlet Attendant

## UNIT 1.1: Introduction to the Training Programme

### Unit 1.1.1: Ice Breaker

#### Unit Objectives

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

1. Introduce each other
2. Build rapport with fellow participants and the trainer

#### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

#### Do

- Introduce yourself to the workshop participants.
- Highlight your experience in facilitating group discussions and conducting training sessions.

#### Activity

- Ask participants to write down two truths about themselves and a lie.
- Then ask them to introduce the three "facts" to the rest of the group and also tell their name.
- Ask the rest of the group to try and guess which one out of the three "facts" is a lie.

#### Say

- Thank the participants for their participation.

#### Notes for Facilitation

- For a better understanding of this ice breaker, begin the introduction yourself stating two true facts and one lie about yourself and then ask the group to guess which one out of the three "facts" is a lie.
- For example, you could tell them your exact qualification and company's name and lie about the number of languages you can speak in.

## Unit 1.1.2: Expectation Setting

### Unit Objectives



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

1. State the expectations from the training programme

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.

### Activity



- Ask the participants why they would like to spend time in this programme.
- Ask the participants to write their expectations from the programme in the notes page of the participant handbook.
- Ask the participants to share the expectations with the larger group.

### Do



- Write these down on the whiteboard.
- Set the context for discussing the objectives of the programme.

### Say



- Tell the participants that you will be revisiting the expectation map to check if together you have been able to meet all or most of them.

### Notes for Facilitation



- It is very important to ensure that all the participants have an opportunity to express their expectations for the workshop.
- Before the assessments, revisit the expectations set by the participants and check if you were able to meet all or most of them.

## Unit 1.1.3: Ground Rules

### Unit Objectives



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

1. Establish some ground rules for the effective facilitation of the programme

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.

### Team Activity



- Divide the participants into four smaller groups to create some rules.
- Each group can write the rules they created on the notes page of their participant handbook.

### Do



- Review the ground rules as a large group.
- Ask the participants if they can agree to respect these ground rules.
- Ask if anyone has any suggested additions or changes to the rules but do not add to or change the rules unless there is a consensus within the group to do so.
- Get an agreement from all the participants for the ground rules.
- Write the ground rules on a flip chart and put them in a visible location during the session for easy reference.

### Ask



- Ask the group to help enforce the ground rules during the session.

### Say



- Thank the trainee for helping you set the ground rules.

### Notes for Facilitation



- Give examples of some basic ground rules to minimise the time spent on developing new rules.
- Be realistic and flexible with the ground rules.
- Ground rules give you a guideline, but are not the law to be enforced.

## UNIT 1.4: Introduction to the Training Programme

### Unit Objectives

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

1. Explain the purpose of the training programme
2. State the benefits of the training programme
3. Discuss the Qualification Pack and National Occupation Standards

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Ask

- Ask the participants what they think the purpose of this programme is.

### Do

- Divide the participants into pairs and ask them to discuss the purpose of the programme.
- Make them write the points on their notes page.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.

### Say

- This training programme has been developed to impart specific skills to individuals who wish to work as a Retail Outlet Attendant.

### Do

- Tell them about the specific skills that they will be able to perform as a Retail Outlet Attendant after the completion of this training programme as given in the participant handbook.
- Elaborate each point with relevant examples from the workplace.
- For example, you can tell them how good communication skills help in developing an effective, long term relationship with the customers.
- Make connections with the points already shared by the participants.

### Ask

- Ask the participants what they think the benefits of this programme are.

## Activity



- Divide the participants into pairs and ask them to discuss the purpose of the programme.
- Make them write the points on their notes page.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.
- Tell them the benefits of the programme and make them feel proud of the occupation they have chosen.
- Create a lot of enthusiasm and interest so that the participants have a feeling of pride about themselves and the work they will be doing.

## Elaborate



- Show them the QP – Occupational Standards for Hydrocarbon Industry.
- Elaborate on the QP and NOS and their codes – the need, purpose and how this knowledge will help them during and after the training programme.

## Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

## UNIT 1.2: Introduction to the Hydrocarbon Sector

### Unit Objectives



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

1. Describe the Hydrocarbon Sector
2. Explain what Hydrocarbons are and describe the different types of Hydrocarbons
3. Describe the refining process for Crude Oil
4. State the different types of fuels

### Resources to be Used



- Chart papers, markers, sketch pens, pencils etc.

### Team Activity



- Divide the participants into four teams and ask each group to read one of the four sections of this unit given in the participant handbook.
- Assign each section to one group.
- Ask them to prepare a chart based on what they have learnt in the given section, and make a presentation in front of the whole group.
- Invite each group to come and present based on the order in which the information has been provided in the participant handbook.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups.
- Paste the chart papers prepared by the participants in the classroom for ready reference.

## UNIT 1.3: Introduction to the Downstream Segment

### Unit Objectives



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

1. List the three major segments in the Hydrocarbon Sector
2. State the functions of the Downstream Segment

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.

### Explain



- Explain the journey of the petroleum industry from Exploration, Production, Processing, Transportation to Marketing.
- You can also create a story around the journey of a drop of petrol and how it travels.
- Once all the processes have been discussed, divide the path into three major segments.
- Tell them the names of these segments – Upstream, Midstream and Downstream.

### Elaborate



- Elaborate on the Downstream segment (Oil and Gas industry), its scope and the job market in this industry.
- Tell them the myriad opportunities that will be available to them after the successful completion of the programme.

### Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

## UNIT 1.4: Role of Retail Outlet Attendant

### Unit Objectives



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

1. Explain the roles and responsibilities of a Retail Outlet Attendant

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.

### Team Activity



- Divide the participants into four teams.
- Ask each group to imagine that they are a recruitment company who has to hire a Retail Outlet Attendants for a newly opened petrol pump.
- Now, they have to create awareness in the people about the role and its importance.
- Tell them to conduct the campaigning of candidates around the following questions:
  - Who is a Retail Outlet Attendant?
  - What are the roles and responsibilities of a Retail Outlet Attendant?
  - Why is this role important?
  - Who is eligible for this role: Qualifications, appearance, attitude, etc.
- Ask each group to make a presentation in front of the whole class.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups.

### Notes for Facilitation



- Take examples from a nearby petrol pump to build on the topic.
- Tell them to remember their visits to petrol pumps and the experiences they had.
- Show them the pictures of various retail outlets and the staff working there.
- Tell them to think of the related advertisements they see on television.

### Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

Notes 

[illegible]





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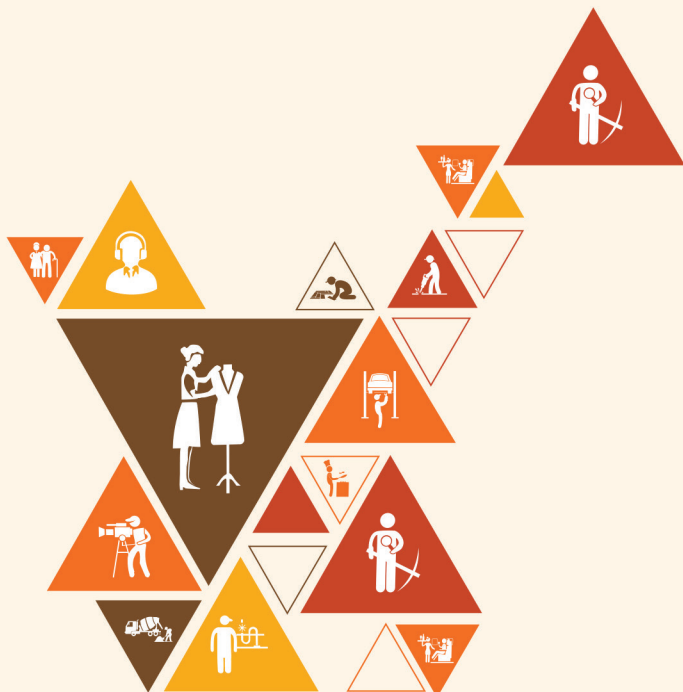
## 2. Perform Retail Outlet (Fuel Station) Activities

Unit 2.1 - About Retail Outlet

Unit 2.2 - Pre-Fuelling Activities at Retail Outlets

Unit 2.3 - Fuelling Activities at Retail Outlets

Unit 2.4 - Post-Fuelling Activities at Retail Outlets



(HYC/N 3101)

## Key Learning Outcomes



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

1. Describe the Retail Outlet and the types of Retail Outlets
2. Perform Pre-Fuelling, Fuelling, and Post-Fuelling activities in a Retail Outlet
3. State the Dos and Don'ts during the Fuelling process
4. State all the safety measures to follow during the Fuelling process
5. Describe the Post-Fuelling process

## UNIT 2.1: About Retail Outlets

### Unit Objectives



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

1. Describe the Retail Outlet and the types of Retail Outlets
2. Perform Pre-Fuelling, Fuelling, and Post-Fuelling activities at a Retail Outlet

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- ASTM conversion charts
- Charts with images of various types of Retail Outlets
- Participant handbook

### Ask



- Have you ever refuelled your vehicle?
- From where do you get the fuel for your vehicle?

### Say



- A Retail Outlet is commonly known as a petrol pump or a gas station.
- This place caters to the refuelling needs of motor vehicles – two wheelers, four wheelers, and other heavy vehicles.
- The most common point of contact of customers with the oil industry is the petrol pump.
- A Retail Outlet sells petrol, diesel, CNG, Auto LPG, and other products like lubricants, engine oil, brake oil, coolants, and other consumables of the vehicles.

### Do



- Show the pictures of different areas of a Retail Outlet to the participants.

### Team Activity



- Divide the participants into four groups.
- Give pictures of various types of Retail Outlets (Urban, Rural, Highway)
- Tell them to identify the differences in the pictures.
- Ask them to guess where this Retail Outlet would be situated.

## Explain



- There are three types of retail outlet, namely: Rural Retail Outlet, Urban Retail Outlet, and Highway Retail Outlet.
- The Rural Retail Outlet is a small format outlet with basic amenities.
- Now-a-days, some rural outlets have Kisan Sewa Kendras within their facility, which serve as a one-stop-shop for all their agriculture-related needs.
- A Retail Outlet in the urban/city area is known as an Urban Retail Outlet. These outlets are located in cities where the population density is higher.
- Retail Outlets situated on national highways or state highways are called Highway Retail Outlets. They are a large format outlet with extended amenities. They cater mainly to the truck and other heavy motor vehicles.

## Elaborate



- Elaborate the characteristics of all the types of Retail Outlets in detail from the participant handbook.

## Say



- A Retail Outlet offer different products and services.
- A Retail Outlet Attendant should be aware of the Products and Services that are available at a Retail Outlet.

## Ask



- What are the products that you have noticed being sold at a Retail Outlet?

## Say



- Petrol, Diesel, CNG, Auto LPG, and Lubricants are products sold at a Retail Outlet.
- Motor Spirit (MS) commonly known as Petrol, is used mainly for passenger vehicles such as two, three, and four wheelers.

## Explain



- Explain the characteristics and different types of petrol from the participant handbook.

## Say



- The next most common product sold is Diesel. High Speed Diesel (HSD), commonly known as Diesel, is preferred for heavy vehicles.

Do



- Discuss the characteristics and different types of diesel from the participant handbook.

Say



- In recent time another type of fuel is introduced i.e. CNG. CNG or Compressed Natural Gas is an environment-friendly fuel. Hence, it is being promoted in a big way by the government.

Do



- Discuss the characteristics of CNG from the participant handbook.

Say



- The next product is Auto Liquefied Petroleum Gas (ALPG). ALPG is a clean and environment-friendly fuel. When LPG is used to fuel internal combustion engines, it is often referred to as autogas or auto propane.

Do



- Discuss the characteristics of Auto LPG from the participant handbook.

Say



- Apart from the fuels, another common product sold at a Retail Outlet is Lubricants.
- A lubricant is a viscous product used in the engine for its smooth functioning and to reduce the wear and tear of the engine.
- Different grades of lubricants are needed for different engines, gear boxes and other components.
- There are different engine oils for different vehicles like two wheelers, four wheelers, and other heavy motor vehicles.

Ask



- Name some of the services that are being provided at a Retail Outlet.

Say 

- Though all of us know that refuelling is the most important service that Retail Outlets provide, there are many more services also that they offer.
- Firstly, we come to air service. Free air services for the vehicle tyres are provided by most of the Retail Outlets.
- The second service is the oil changing service.
- Thirdly, we come to the Pollution Under Control (PUC) Service. PUC helps in checking the emission levels of our vehicles. A PUC certificate is mandatory for vehicles.
- The fourth service is the vehicle wash service.
- Fifthly, we come to a relatively new service on the block – free windscreen cleaning service.
- Sixthly, we look at allied retail business. Allied retail business implies that the Retail Outlet has an alliance with ATM, general stores, eateries, or supermarkets. These facilities are offered for the customer's convenience.
- The seventh service is the drinking water facility.
- And finally, we come to the washroom facilities.

Do 

- Discuss the services offered in detail from the participant handbook.

Say 

- Let us see what quality checks or tests can be performed to ascertain the quality of fuel.

Do 

- Discuss the filter paper test from the participant handbook.

Demonstrate 

- Get the relevant material i.e. petrol and filter paper.
- Demonstrate the filter paper test in the classroom.

Do 

- Discuss the density test for fuel from the participant handbook.

Demonstrate 

- Get the relevant material i.e. a 500 ml jar, calibrated hydrometer, thermometer and American Society for Testing of Materials (ASTM) conversion charts.
- Demonstrate the density test for fuel in the classroom.

## Say



- While verifying lubricants, the seal of the container, date of manufacture and name of the manufacturer should be checked.
- The correct quantity of the fuel can also be checked at a Retail Outlet. To facilitate this, it is mandatory for each Retail Outlet to keep a calibrated 5 litre measure, stamped by the Weights and Measures Department, to verify quantity.

## Team Activity



- Divide the participants into four or five groups depending on the batch size.
- Distribute one type of Retail Outlet picture (Urban, Rural, Highway) to each group.
- Distribute some blank papers and some coloured pens for the activity.
- Ask the groups to make a sketch or layout of the Retail Outlet type they have got as a picture.
- The sketch should detail of the type of fuel, services and products, other facilities in and around the Retail Outlet.
- Give them time to discuss and come up with their sketches.
- Every group will present their sketch to the class with the details of services, products and facilities available at their Retail Outlet.

## Field Visit



- Arrange a field visit of to a Retail Outlet for the participants.
- Ensure that the participants observe all the things that are discussed in the classroom.
- Prior to the visit, make the observation checklist given below, on the whiteboard.
- Tell the participants to copy it in their notes section in their participant handbook.
- You can also arrange for a printed copy of the checklist and distribute it to the participants.
- Repeat the demonstrations at the Retail Outlets for: fuel quality check, density check and quantity check.
- Following the field visit, conduct a discussion on all the observations and the key learnings during the visit.

**Retail Outlet Observation Checklist**

Name of the Observer:			
Name of the Retail Outlet:			
Address:			
Oil Company			
Name of the Owner:			
Date of Visit:			
Time of Visit:			
<b>Observations:</b>			
<b>What are the different areas or sections seen at this Retail Outlet?</b>			
	<b>Yes</b>	<b>No</b>	
Driveway			
Sales room			
Island (Were there multiple islands at the Retail Outlet?)			
Canopy			
<b>What were the various types of fuel sold at the Retail Outlet?</b>			
Petrol			
Diesel			
LPG			
CNG			
ALPG			
Other branded fuel (specify)			
Did you see/ meet any Retail Outlet Attendant there?			
Was the overall appearance of the Retail Outlet Attendant good?			
Was the Retail Outlet Attendant in uniform?			
What are the other services and facilities offered at the Retail Outlet? Name them.			

Describe the location where the Retail Outlet is situated?

Rural

Urban

Highway

What are the other services and facilities offered at the Retail Outlet visited?

Were lubricants sold at the outlet?

Was oil change service provided at the outlet?

Was PUC provided at the outlet?

Was vehicle wash service provided?

Was windscreen cleaning service provided?

Was there any other allied service provided at the outlet?

Was drinking water available?

Was washroom facility provided?

**Was any other service or facility provided by the Retail Outlet? (Name them.)**

**Observe the Retail Outlet Attendant while on duty. Note down your observations here.**

**Observe the Fuel Dispensing unit being used by the Retail Outlet Attendant and note down your observations here.**

**Note down any observation worth mentioning here:**

## UNIT 2.2: Pre-Fuelling Activities at Retail Outlets

### Unit Objectives



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

1. Explain the uses and types of dispensing units
2. Perform all Pre-Fuelling activities

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

### Ask



- Did you see the fuel dispensing unit at the Retail Outlet during your field visit?
- What is the function of the fuel dispensing unit?
- Ask the participants to share their notes and observations on the fuel dispensing unit that they came across during the field visit.

### Say



- A fuel dispenser is a machine at a filling station that is used to dispense petrol, diesel, CNG, Auto LPG, or other types of fuel into vehicles.

### Do



- Discuss the structure and working of a fuel dispensing Unit. Refer to the participant handbook.

### Say



- There are different types of dispensing unit, namely, Mono Dispensing unit, Multi Point Dispensing unit, Multi Nozzle Dispensing unit, and Space Less Dispensing unit.
- The dispensing unit displays provide the following information: type of fuel being dispensed, units of fuel being dispensed in a customer's vehicle, sale amount that the customer needs to pay, and price per litre.

### Say



- As a retail unit attendant, you should be aware of all the activities that must be performed for efficient fuel filling.
- Before the fuelling activity starts, there is procedure that should be followed.

**Do**

- Discuss the pre-fuelling activities. Refer to the participant handbook.

**Demonstrate**

- Arrange for a few fuel dispensing nozzles for a demonstration in the class.
- Demonstrate the pre-fuelling routine to the participants with help of a mock setting.
- Let the participants practice on how to use the dispensing nozzle in the mock setting.

**Practical**

Arrange for a hands-on session at the Retail Outlet.

- Group the participants for the practical session. Team them with a Retail Outlet Attendant so that they observe and get hands-on practice.
- Let the participants practice the pre-fuel activities.
- With the Retail Attendant, they will also attend to customers and if necessary interchange the groups to continue the hands-on session. Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**Notes for Facilitation**

- Ensure that all the participants get a chance to practice.
- Take feedback from the Retail Outlet Attendants with whom the participants were teamed for the hands-on practice sessions. Discuss the feedback with the participants following the practical sessions.

## UNIT 2.3: Fuelling Activities at Retail Outlets

### Unit Objectives



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

1. State the dos and don'ts during the fuelling process
2. State all the safety measures to follow during the fuelling process

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

### Say



- We will discuss the most important role of an attendant i.e. fuelling the vehicle.
- The attendant has to keep some important considerations in mind while performing this activity.

### Do



- Discuss the activities that must be performed while fuelling the vehicle. Refer to the participant handbook.

## Practical



- Arrange for a hands-on practice session for fuelling activities at a Retail Outlet.
- Brief the participants about the hands-on practice session at the Retail Outlet. Assign the activities and tasks to be done at the Retail Outlet.
- Group the participants if required and team them with a Retail Outlet Attendant at the Outlet.
- Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1. Fuel Dispensing Unit			
2. Attending Customers			
3. Other Activities			
4.			
5.			
6.			
7.			

## Notes for Facilitation



- Ensure that all the participants get a chance to practice.
- Take feedback from the Retail Outlet Attendants with whom the participants were teamed for the hands-on practice sessions. Discuss the feedback with the participants following the practical sessions.

## UNIT 2.4: Post-Fuelling Activities at Retail Outlet

### Unit Objectives

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

1. Describe the Post-Fuelling process

### Resources to be Used

- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice
- POS machine, mobile application

### Say

- As a retail attendant, you should be well-versed with the various modes of payment that a customer can use.
- There are two kinds of transaction: Cash Transactions and Electronic Transactions.

### Say

- Always show the fuel rates displayed at the Retail Outlet to the customer.
- Cash payment though fast can be difficult if the customer does not have the exact change.
- To avoid this, prefer taking exact tender from the customer in terms of cash.
- If the customer does not have change, then ensure that you return the change to the customer.

### Demonstrate

- Get a few cash memos and show it to the participants.
- Ask the participants to note the various details in the cash memo.

### Say

- Apart from cash, the next alternate payment that a customer can use is the e-wallets, online payment, credit card, debit card, loyalty cards, etc. These are electronic modes of transaction.
- Remember, if the customer is making an electronic payment, then the transaction should be done two feet away from the dispensing unit.

### Demonstrate

- Demonstrate to the participants how to use the credit card and debit card machine.

**Say**

- Just like pre-fuelling activities, there are some procedures that should be followed after the fuelling is done.

**Do**

- Discuss the post-fuelling activities with the participants.

**Practical**

- Take the participants to a Retail Outlet.
- Let the participants practice the post-fuelling activities along with the Retail Outlet Attendants.
- Brief the participants on the hands-on session at the Retail Outlet. Assign the activities and tasks to be done at the Retail Outlet.
- Group the participants if required and team them with a Retail Outlet Attendant at the Outlet.
- Ask the participants to note down the observations and activity details in the notes section of their participant handbook.
- A sample grid is provided here which can be distributed to the class.

Date:	Practical Session No.	Name of the Retail Outlet	Location:
Activity Details	Tasks Assigned	Task Completed	Observations
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**Notes for Facilitation**

- Ensure that all the participants get a chance to practice.
- Ensure the participants are not making any mistake while conducting the post-fuelling activity.

## Say

- Customer feedback is important to improve your performance.
- A Retail Outlet Attendant must always ask for feedback from the customer.
- Request the customer to give written feedback in the register.
- Wait patiently till the customer writes the feedback.
- Thank them for sharing their feedback.
- Ensure that the same is forwarded to the concerned authority for their review.

## Role Play

- Call two volunteer participants.
- One participant will be a customer and the other will be the Retail Outlet Attendant.
- Tell the Attendant to ask the customer for a feedback for the services provided.

## Notes for Facilitation

- Help the participants with a script if he/she is not able to ask for a feedback properly.

## Say

- At the end of the shift, the attendant should take the closing reading and find out the quantity of sale from the dispensing unit.
- The Retail Outlet Attendant should deposit the cash and credit card sale transactions to the concerned authorities according to the sales made from the dispensing unit allocated to them.

## Ask

- Ask the participants if they have any questions and resolve their queries before closing the session.

## Notes

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Notes 

[illegible]





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Transforming the skill landscape

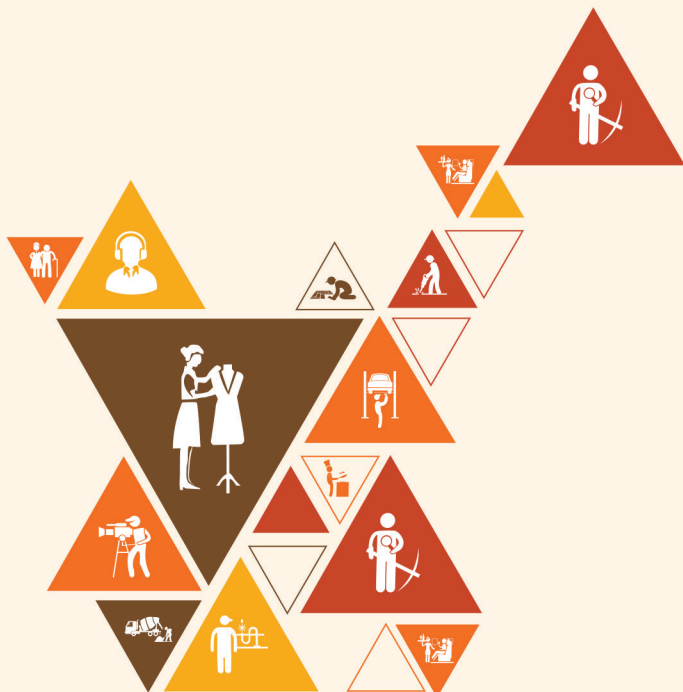


## 3. Maintain Safe and Secure Working Environment

Unit 3.1 - Measures to Ensure Safe and Secure Working Environment

Unit 3.2 - Safety while Handling CNG (During an Emergency)

Unit 3.3 - Fire Safety



(HYC/N 3102)

## Key Learning Outcomes



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

1. Explain the safety hazards at a Retail Outlet
2. Identify the safety measures for a customer at a Retail Outlet
3. Practice measures for a safe and secure environment
4. Describe the refuelling process of a CNG vehicle
5. Identify the safety measures while refuelling a CNG vehicle
6. Explain the importance of the fire triangle
7. List the different types of fire
8. Describe the procedure to use a fire extinguisher

## UNIT 3.1: Measures to Ensure Safe and Secure Working Environment

### Unit Objectives



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

1. Explain the safety hazards at a Retail Outlet
2. Identify the safety measures for a customer at a Retail Outlet
3. Practice measures for a safe and secure environment

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Chart papers, sketch pens, pencils and blank pages
- Participant handbook
- Trainer's guide
- Material and equipment required for hands-on practice

### Ask



- When you went for the field visit to the retail outlet, did you see some boards displaying the emergency service numbers?
- What do you think is the purpose of displaying the numbers of these emergency services? What kind of emergency situations can occur at a retail outlet? Let us think together.

Emergency Service		
1	POLICE	100 /
2	FIRE	101 /
3	AMBULANCE	102 /
4	DEALER NO.	
5		

Fig. 3.1.1. Generic emergency service number at retail outlet

EMERGENCY SERVICES आपतकालीन सुविधायें BP - BKC COMPANY OWNED COMPANY OPERATED OUTLET (COCO)			
Doctor Dispensary Dr. RASHEED	8879139023	डॉक्टर राशीद राशीद	8879139023
Breakdown / Accident MARUTI	18004200	ब्रेक डाउन / अ-अकॉ मार्जुती	18004200
Towing HANFI	26502456	टोइंग हान्फि	26502456
Road side Repair / Gar ASHPAK	9930817694	रोडसाइ अशपाक	9930817694
Tyre Service VINAY	9870834826	टायर सर्विस विनाय	9870834826
Police Station BKC (Near HPC RO)	26504481	पोलीस स्टेशन बीकेसी (नजदीकी रोड के पास)	26504481
Hospital ASIAN HEART HOSPITAL	66986666	हॉस्पिटल एशियन हार्ट हॉस्पिटल	66986666

Fig. 3.1.2. Emergency service number at retail outlet

### Do



- Divide the participants into pairs.
- Distribute some blank pages and pens to each pair for making notes.
- Let the participants discuss the kind of safety hazards at a Retail Outlet.
- The participants will discuss and come up with the safety hazards and note it down.
- Conduct a discussion with the entire class and create a map of all the ideas on the whiteboard.
- Guide the discussion towards the hazards which occur due to breach in safety. Give some examples and cues to help them come up with new ideas.

## Notes for Facilitation



- After the discussion, ask the participants to create a table as given below referring to the points discussed.
- Ask the participants to use the notes section of the participant handbook for this exercise.

Safety Hazard	Causes	What could happen?	How it can be prevented?

## Explain



- The Retail Outlet deals with highly flammable products, which may pose several risks like a fire or an explosion.
- It may cause environmental damage, injury, health effects and damage to property.
- All the staff members should be adequately trained in fire-fighting and other safety measures.
- During any emergency situation, the emergency service numbers should be contacted immediately.
- Inappropriate movement of cars and other vehicles on the forecourt can lead to accidental collisions with structures, people and other vehicles.
- The monsoon increases the possibility of slips, trips and falls. The Retail Outlet Attendant must be trained to look after all such mishaps that happen at the Retail Outlet.
- If there are fuel and oil spillages on the forecourt, it should be promptly managed.

## Do



- Make small flashcards using chart papers. Write the situations on them as given below and keep them ready for the activity.
- Make four sets of these flashcards. Distribute one set of flashcards to each group.
- Also, distribute some blank pages and pens to make their notes.
- Divide the participants into four groups and ask them to discuss which of these situations could cause a safety hazard.
- Ask the groups to segregate the hazardous and non-hazardous situations.
- Ask them why they think so.
- Give them time to discuss and make their notes.
- Initiate a discussion with the entire class when all the groups have closed their discussion and written their notes.
- Create a map of all the ideas on the whiteboard for each of the situations.

Customer eating chips while sitting in the car

Customer's friend talking on the mobile phone

Customer and his wife speaking loudly to each other

Customer smoking while waiting in the queue for his turn

Customer and his wife speaking loudly to each other

Customer lighting a match stick to burn an agarbatti

Attendant dispensing fuel during decantation

Customer's baby crying loudly

Customer carrying petrol/diesel in plastic/glass bottles

Attendant carrying mobile phone in his pocket

Customer not switching off the engine

Oil spilling on the forecourt

## Elaborate



- Petroleum products are highly inflammable and are, therefore, dangerous if not handled properly.
- All Attendants are expected to keep their mobile phones in the locker/office/area allocated by the office.
- Remember, fuel should not be dispensed during tanker decantation.

## UNIT 3.2: Safety while Handling CNG (During an Emergency)

### Unit Objectives



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

1. Describe the refuelling process of a CNG vehicle
2. Identify the Safety Measures while refuelling a CNG vehicle

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

### Ask



- What is CNG?
- How is it different from petrol?
- What are the safety measures to be followed while handling CNG?

### Explain



- Safety measures while Handling CNG:
  - Always ask the customer to park the vehicle about 2 to 3 feet away from sources of ignition and fire, and switch off the vehicle's engine.
  - Ask the driver along with the passengers to step outside the vehicle during the process of refuelling. Check for the CNG Compliance Plate while refuelling a vehicle.
  - CNG Compliance Plate is a mandatory prerequisite. This is the compliance certificate issued by the company that fits the CNG kit in the vehicle.
- Educate the CNG vehicle owners to:
  - Always use an approved CNG kit and cylinder.
  - Avoid using sub-standard cylinder and fittings.
  - Never install LPG, Propane or any other cylinder instead of a CNG cylinder.

## Activity



- Ask participants to conduct a survey of CNG vehicle owners in the neighbourhood based on the details below:

Name of the vehicle owner (optional)	
Type of vehicle	
Does the vehicle have a CNG Compliance Plate?	
Are the vehicle owners aware of the safety measures while handling CNG?	

Brief the participants about the activity. Their aim while doing the survey should be to educate the CNG vehicle owners about the safety measures.

## Elaborate



- Natural gas is a clean, low cost, domestically available alternative fuel that can power our vehicles. The advantages of energy independence and reliance on CNG are a reduction in foreign oil imports, the reduced cost compared to petrol and less emissions, which have been well documented. However, there may still be a misconception about the safety of Compressed Natural Gas (CNG) compared to petrol.
- All fuel sources contain energy that is released through combustion and any fuel can be potentially dangerous if not properly handled. Over time, we have learned to harness these fuels for heating, light and powering our vehicles.
- Natural gas or methane is a non-toxic gas that is lighter than air. This means that it will not puddle (like petrol) or sink to the ground like propane, which is heavier than air. Instead, natural gas will rise and dissipate in the atmosphere while also having a higher ignition temperature.

## Field Visit



- Arrange a field visit to some Retail Outlets where CNG is also available.
- Prior to the visit, brief the participants about the field visit.
- Create an observation checklist (refer to the one given below), on the whiteboard.
- Ask the participants to create the observation checklist format in the notes section of their participant handbook.
- If you can arrange for a printed copy of the checklist, then distribute it to the participants.
- Repeat the demonstrations at the Retail Outlets for safety measures while handling CNG.
- Team the participants in groups with the Retail Attendants and so that they will observe them at work.
- Arrange for some hands-on practice sessions for the participants at the Retail Outlets.
- Following the field visit, conduct a discussion on all the observations and the key learnings of the visit.

**Retail Outlet Observation Checklist**

Name of the Participant:			
Name of the Retail Outlet:			
Address:			
Oil Company			
Name of the Owner:			
Date of Visit:			
Time of Visit:			
Observations:			
<b>Were the safety measures followed while handling CNG at the Retail Outlet</b>			
	<b>Yes</b>	<b>No</b>	
Did the Attendant request the customers to park the vehicle about 2 to 3 feet away from sources of ignition fire?			
Did the attendant request the customers to switch off the vehicle's engine?			
Did the attendant request the driver along with the passengers to step outside the vehicle during the process of refuelling?			
Did the attendant check for the CNG Compliance Plate while refuelling a vehicle?			
Did the attendant check if the receptacle on the vehicle and the nozzle on the dispenser match or not?			
In the above case, did the attendant NOT use an adaptor to refuel the vehicle?			
Are the Attendants aware about the safety measures while handling CNG during an emergency?			
<b>Observe the Retail Outlet Attendant while on CNG duty. Note down your observations here.</b>			

Observe the Fuel Dispensing unit being used by the Retail Outlet Attendant and note down your observations here.

Note any other observation worth mentioning here:

## UNIT 3.3: Fire Safety

### Unit Objectives



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

1. Explain the importance of the fire triangle
2. List the different types of fire
3. Describe the procedure to use a fire extinguisher

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

### Do



- Show the following news clippings to the participants:



#### 16 injured, 1 critical after two oil tankers catch fire

Times of India - 12-Jan-2018

**HYDERABAD:** Sixteen people were injured - one of them critically - after a major fire broke out in Medipally, on the city outskirts, on Friday afternoon, when ... conducted by the local police and fire service department sleuths hint at the possibility of pilferage of fuel from an oil tanker, as the reason for the fire.



#### Two vehicles gutted in fire at petrol pump

Times of India - 20-Jan-2018

**VADODARA:** A major fire incident was averted when a two-wheeler and a bike were caught in flames at a petrol pump on Pratapnagar Road on Saturday noon. Petrol pump ... However, the petrol pump attendants, using their presence of mind, quickly got fire extinguishers and doused the fire. Get latest ...



#### Major fire accident averted as CNG cylinder-laden truck catches fire ...

Times of India - 13-Oct-2017

**INDORE:** A major tragedy was averted in Ujjain on Friday when a mini truck laden with CNG cylinders caught fire at a petrol pump in Shri Vishala area, adjacent to densely ... As the truck caught fire, the driver drove it away from the pump and abandoned it on Rishi Nagar main road, before fleeing the spot.

Say 

- Retail Outlets are at a high risk of fire mishaps, as this place has facilities like an electrical room, a generator room, a compressor room, and fuel dispensing units.
- These facilities can cause major fire hazards that could harm both the staff at the Retail Outlet and the customers.
- To ensure you are prepared for any fires that may arise, always keep fire extinguishers handy at your store and make sure all the staff are trained to use them.

Ask 

- What are the components needed to start a fire?

Team Activity 

- Create flash cards of these six elements.
- Prepare four sets of these flash cards.
- Divide the class into four groups and let them discuss and present what components are required to start the fire.

Water

Air

Fuel

Hydrogen

Heat

Oxygen

Ask 

- Ask the groups to identify the source for each of the component in the Fire Triangle.

Elaborate 

Use the fire triangle and explain how a fire is caused.

The sides of the triangle show the necessary ingredients for fire: heat, fuel and oxygen.

- Heat: The burning source.
  - Fuel: Solid, liquid, or gas that burns.
  - Oxygen: It supports the chemical process where fuel reacts with oxygen to produce fire.
- Fire is extinguished when one of these components is controlled.

Say 

- Based on the materials involved, fire has been classified into four different types.

## Explain



- Refer to the participant handbook and explain the types of fire.

## Say



- How do we fight fire? We do so with the use of a fire extinguisher. It is very important for the Retail Outlet Attendant to know about and choose the right fire extinguisher to tackle a fire.

## Demonstrate



- Organise a demonstration session for the participants on the use of fire extinguishers.

## Elaborate



Here are some safety tips while using a fire extinguisher.

- Maintain a safe distance (approximately 6 to 8 feet) while using a fire extinguisher.
- Ensure that you are standing in the same direction as the air flowing (if you stand in the opposite direction you might end up as the victim of fire).
- While aiming, point to the base of fire or root of fire ignited, because when you squeeze the extinguisher, it creates a foam surface on the fire, and stops one of the factors causing the fire.

## Notes for Facilitation



- Conduct a follow-up discussion following the demonstration to recapitulate the different types of fire extinguishers and their uses.

## Say



- To ensure you are prepared for any fires that may arise, always keep fire extinguishers handy and make sure all the staff are trained to use them.
- Schedule routine fire extinguisher inspections to verify that they function properly.

## Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.



Divide the class into four groups and conduct the activity.

Ask the groups to consider themselves as 'Safety Ambassadors' at the Retail Outlet where they are working. The Safety Ambassadors are assigned a task to check all the safety aspects at the Retail Outlet are being followed. They are supposed to educate the other staff and customers if necessary to follow safety measures and precautions all the time. They are assigned the task of checking and ensuring all the fire extinguishers are in working condition. They are supposed to conduct mock safety drills and safety audits at the Retail Outlet and present a report to their supervisor.

Each group will prepare a plan on how they will perform the tasks assigned as Safety Ambassadors.

Distribute some chart papers, blank pages and coloured pens to the groups to prepare the plan.

Give them time for discussion and each group will prepare a plan and present their plan to the class.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



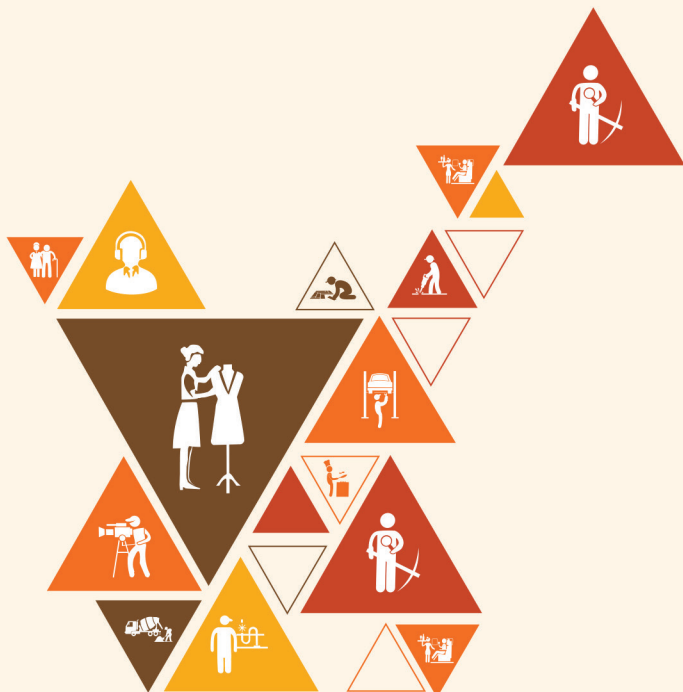


## 4. Maintain Health and Hygiene Habits

## Unit 4.1 - Cleanliness at the Workplace

## Unit 4.2 - Personal Hygiene Practices

## Unit 4.3 - Precautionary Health Measures



**(HYC/N 3103)**

## Key Learning Outcomes



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

1. Describe ways to Maintain Cleanliness around the Workplace
2. Describe the ways to Maintain Good Health and Physical Fitness
3. Explain the habits to Maintain Personal Hygiene
4. Describe how to Maintain Dental Hygiene
5. Explain the term 'Grooming' and how to be well groomed
6. State the Precautionary Health Measures

## UNIT 4.1: Cleanliness at the Workplace

### Unit Objectives



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

1. Describe ways to Maintain Cleanliness around the Workplace
2. Describe the ways to maintain Good Health and Physical Fitness

### Resources to be Used



- Pictures of some tidy houses and some untidy ones
- Blank papers and coloured pens

### Do



- Divide the participants into two groups and provide them the pictures of both the tidy and untidy house.

### Team Activity



- Tell them to discuss which place they prefer living in and why, and what are the drawbacks of the other option.
- What are the short term and long term effects of both on the people present/living in these two conditions?
- The participants can note down important points and the outcomes of the discussion.
- Ask one member of the group to present the line of thought of that group.

### Say



- Thank you for participating in this activity.
- Let us now note down the important points and the outcomes of this discussion. A person spends substantial amount of time at home and at the workplace.
- Thus, like home, a neat and tidy work place will have a positive effect on health – both physical and mental.
- On the contrary, a shabby and unhealthy workplace will negatively affect the health of the employees and others.
- Moreover, at a workplace like theirs, a lack of cleanliness may increase the chance of accidents taking place.

## Team Activity



- Divide the participants into four or five groups depending on the batch size.
- Provide each group with some blank papers and pens.
- The groups will discuss and come up with a cleanliness checklist for their workplace.
- Give them time to discuss and ask them to list the checklist points on the paper.
- Once all the groups are done with their checklist, each group will present the points to the class.

## Do



Initiate a discussion and consolidate all the checklist points to create a common checklist.

A sample cleanliness checklist is given here for reference.

- Is the floor clean and clear of waste?
- Are there ways to warn people about a wet floor?
- Is the floor in good condition or does it have holes or loose tiles or bricks?
- Are precautions taken in areas where spills, moisture or grease are likely?
- Are pointed objects like nails or other metal objects on the floor?
- Are electric wires found trailing in the premises?
- Are personal articles like clothing or lunch boxes properly placed?
- Is the floor well-drained?
- Are all spills wiped up quickly?
- Are spill absorbents used for greasy, oily, flammable or toxic materials?
- Are used rags and absorbents disposed of promptly and safely?
- Is the spill area cordoned off by a barrier to prevent the spill from spreading?
- Are machines and tools cleaned regularly?
- Are separate and approved containers maintained for toxic and flammable waste?
- Are waste containers located where the waste is produced?
- Are waste containers emptied regularly?
- Are toxic and flammable waste chemicals handled properly?
- Is material stacked securely, blocked or interlocked if possible?
- Are materials stored in areas that do not interfere with the workers or the flow of materials?
- Are all storage areas clearly marked?
- Are the light sources at the proper places and in the right quantity?
- Is a backup supply of electricity available?

## Say

- Thank you for the participation.
- Let us now discuss the answer for each question.
- For proper cleanliness at the work place, it is essential that certain parameters be fulfilled by all.
- A clean and dry floor area reduces the chances of accidents and injuries.
- A clean and organised workplace increases ease of work when compared to a messy workplace that may increase the incidents of accidents.
- Proper light arrangements ensure efficient and safe working practices.
- Proper and safe waste disposal is essential for a hassle free and healthy work environment.

## Elaborate

### 5S Process

The 5S Process is a structured program to systematically achieve total organisation, cleanliness, and standardisation in the workplace. A well-organised workplace results in a safer, more efficient, and more productive operation. "5S" was invented in Japan, and stands for five Japanese words that start with the letter 'S': Seiri, Seiton, Seiso, Seiketsu, and Shitsuke.

Japanese Term	English Translation	Meaning
Seiri	Tidiness	Discard unwanted materials from the workplace
Seiton	Orderliness	Set everything in proper place for quick retrieval and storage
Seiso	Cleanliness	Keep the workplace clean, everyone should be a janitor
Seiketsu	Standardisation	Standardise the way of maintaining cleanliness
Shitsuke	Discipline	Practice "5S" daily – make it a way of life; this also means 'commitment'

#### Seiri (Tidiness)

The first step of the "5S" process, seiri, refers to the act of discarding all unwanted and unnecessary materials at the workplace. The idea is to ensure that everything kept in the workplace is related to work. Even the number of necessary items in the workplace must be kept to its absolute minimum. Because of seiri, simplification of tasks, effective use of space, and careful purchase of items follow.

#### Seiton (Orderliness)

Seiton, or orderliness, is all about efficiency. This step consists of putting everything in an assigned place so that it can be accessed or retrieved quickly. If everyone has quick access to an item or material, work flow becomes efficient, and the worker becomes more productive. The correct place, position, or holder for every tool, item, or material must be chosen carefully. Every single item must be allocated its own place for use and safekeeping. Each location must be labelled for easy identification.

**Seiso (Cleanliness)**

Seiso consists of cleaning up the workplace and giving it a 'shine'. Cleaning must be done by everyone in the organisation, from operators to managers. It would be a good idea to have every area of the workplace assigned to a person or group of persons for cleaning. No area should be left unclean. Everyone should see the 'workplace' through the eyes of a visitor - always thinking if it is clean enough to make a good impression.

**Seiketsu (Standardisation)**

The fourth step of "5S", or seiketsu, more or less translates to 'standardised clean-up'. It consists of defining the standards by which personnel must measure and maintain 'cleanliness'. Seiketsu encompasses both personal and environmental cleanliness. Personnel must therefore practice 'seiketsu' starting with their personal tidiness. Visual management is an important ingredient of seiketsu. Standardised color-coding of the surroundings helps in easier visual identification.

**Shitsuke (Discipline)**

The last step of "5S", Shitsuke, means 'Discipline.' It denotes commitment to maintain orderliness and to practice the first 4S as a way of life. The emphasis of shitsuke is elimination of bad habits and constant practice of good ones. Once true shitsuke is achieved, personnel voluntarily observe cleanliness and orderliness at all times, without having to be reminded by the management.

## Notes for Facilitation



- It is very important to confirm that all participants have the ease to express themselves during activities.
- While emphasising the importance of a clean workplace, make sure the participants get enough time to go through the details of each point, discussed by you, in the participant handbook.
- You may use the whiteboard to enlist the questions of the checklist.

## UNIT 4.2: Personal Hygiene Practices

### Unit Objectives



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

1. Explain the habits to Maintain Personal Hygiene
2. Describe how to Maintain Dental Hygiene
3. Explain the term 'Grooming' and how to be well groomed

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- Case study worksheets, Question Set

### Ask



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

### Say



- Let us explore our understanding of these two questions through a team activity.

### Team Activity



- Divide the class into six groups.
- Assign a Case Study to each group.
- Distribute some blank papers and pens to the groups for notes.
- Write the two questions given in the question set on the white board.

#### CASE STUDY 1

Mohit is a very popular and handsome guy. All the girls like to go out with him. He goes out with a new girlfriend every week. Mohit works out a lot to maintain his looks. He spends two hours at the gym every day and does a lot of weight lifting. To build up his muscles, he eats a lot of high protein foods such as milk, eggs, fish, chicken and meat. He also drinks a lot of water. During weekends, he hangs out with his friends in nightclubs and pubs and drinks a lot. They spend all night dancing and drinking. They also smoke occasionally. On Sundays, Mohit goes hiking or cycling very early in the morning, having only slept a few hours. Then, another week starts all over again!

**CASE STUDY 2**

Shivam is a 15-year-old boy who suffered injuries from an accident some years ago. Since then, he has been paralysed and is on a wheelchair. Even after the traumatising accident, Shivam has been able to adapt with the help and support of his family and friends. His parents have redesigned the house to make it wheelchair friendly. He went to rehabilitation sessions and has learned to perform his everyday tasks. Shivam enjoys each day of his life.

**CASE STUDY 3**

Shreya has always been an overweight child. After many failed diet plans, she finally stopped focusing on having an ideal weight. All she wants is to feel good about herself and enjoy eating. She tries to eat a balanced diet every day but indulges in her favourite food from time to time. She knows that this is a relatively high calorie choice but since she only has it occasionally, she thinks it is fine. Shreya attends yoga classes twice a week, and goes cycling in the neighbourhood every day after school. She also goes for swimming on weekends. Ever since she has been comfortable about her weight, she has been able to be happier and has met many new friends.

**CASE STUDY 4**

Twenty seven year old, Ishita, is so afraid of gaining weight that she weighs herself every morning. If she has gained a few grams, she takes on a diet to lose the “extra” weight. She also runs six miles every day after supper to burn “extra” calories. Lately, she has become so careful about her food intake that she has stopped eating out with her friends on weekends to avoid the extra fat and calories! So, she stays home and watches TV instead. Recently, she has started smoking. It makes her feel less hungry and it is something she can still do with her friends.

**CASE STUDY 5**

Pawan is a very good grade 10 student. He manages his time in order to both study and enjoy different activities with his friends. He and four other boys play basketball every day in his backyard. On Saturdays, they all go skating. On Sundays, he goes cycling with his family. Pawan knows that being in good shape requires good nutrition. So, he maintains a healthy balanced diet. Lately, he has started thinking about what he wants to be. His father, a very successful lawyer, wants him to go to law school. Pawan is not sure about that. He has other plans in mind but does not feel he can discuss them with his parents. This has been affecting his morale and he has not been able to sleep very well lately.

**CASE STUDY 6**

Nirav is a very successful businessman. He owns three multi-million dollar companies. Since he does not trust anyone, he has to manage all the three by himself. His day starts at 5 am with his physical workout session at his personal gym. Then he takes a shower, grabs a cup of coffee and heads to his first company by 7 am. He spends the whole morning there, and then has a quick lunch in a nearby restaurant on his way to the second company. He spends another 5 to 6 hours there and then heads to the third company in the late afternoon. By that time, Nirav is having his sixth cup of coffee to stay awake during the evening, when he reviews documents with his personal assistant. He also schedules review meetings every Monday with his teams at his three companies that go very late into the night. When he gets back home, it is already 11 pm. His kids have gone to bed. His wife is still out for dinner or at another social event. Nirav goes directly to bed at midnight to get rest for the next day. He spends time with his family only on weekends, if he is not on a business trip. Nirav’s wife is feeling very lonely and unhappy. Although she knows Nirav works really hard to make more money and provide for the family’s needs, she cannot take it anymore and is considering a divorce.

**QUESTION SET**

- What are the factors affecting the character's health? Enlist both positive and risk factors.
- What is your advice to the character in the case study to improve his/her health?
- Each group will discuss the health practices of the character in the case study assigned.
- The group will then discuss the answers to the questions in the Question SET.
- Each group can then present the case to the rest of the class by either reading it or role-playing it. Encourage role play.
- The outcome of the activity should present whether the person described in each case study is happy and healthy and if not, why.

**Say**

- Taking the inputs from the case studies, let us now discuss the ways to maintain good health.

**Notes for Facilitation**

- Some probable responses to the question set of the case studies are as follows:

Case Study #	Positive factors	Risk factors	Conclusion
1	Being popular and good looking (improves self-esteem and confidence), physical activity, drinks a lot of water	Lots of sexual partners, excessive exposure to UV rays, drinking alcohol, substance abuse, lack of sleep on weekends	Despite a very active lifestyle and a high self-esteem, he has a lot of unhealthy practices and would not be considered a healthy person.
2	Strong support from family and friends, independent in handling daily activities	Physical disability that is not directly affecting his health	He is a very happy person who has managed to adapt to a very traumatic experience, thanks to the help of his friends and his family. He can be considered healthy, despite his physical disability.
3	Satisfied with her body shape, conducting stress management, fit, very active, lots of friends, nutritional balance	Overweight	Although she is overweight, Shreya is happy about her weight and is very fit. So she might be considered a healthy person. Ideal weight is not always a good indicator of health. Some people might be thin but unfit compared to overweight persons.

Case Study #	Positive factors	Risk factors	Conclusion
4	Ideal weight	Excessive exercise, focus on body weight, social isolation, and smoking to decrease hunger feeling	She has an extremely distorted perception of health, with too much focus on weight and food choices. The key is balance. Too much of something is as bad as too little. There are other components affecting her well-being such as decreased socialisation, and lack of satisfaction with her body size. This is definitely not a healthy person.
5	Good time management, lots of friends, active lifestyle, balanced nutrition, good school achievement	Lack of communication with his parents, stress regarding future education and career choices	He is a healthy teenage boy who knows how to balance things. However, unless he confronts his parents regarding his personal interests, he might start feeling mentally stressed.
	Successful businessman, physically active, wealthy	Lack of sleep, skipping breakfast and supper, lots of coffee, very high stress level, very little family time.	Despite being successful in his professional life and being physically active, he is not a very healthy person. He is doing much more than his body and mind can handle. He is missing quality time with his family, which he will never be able to make up for. He definitely lives a very stressful and unhealthy life.

- These case studies are designed to trigger discussions on several aspects of health such as balanced life, body image, lifestyle and social support.
- The probable responses to the question set for case studies are for reference and not comprehensive.

### Ask



- 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. Refer to the participant handbook.

Activity



### Health Standard Checklist: Hygiene

Say



- Let us conduct an exercise to find out if we maintain good hygiene habits or not.
- Open the 'Personal Hygiene Practices' section of your participant handbook.
- Consider the 12 points given under the practices to maintain good hygiene.
- Tick the points which you think you follow.
- Try to be as honest as possible.

Do



- Ensure that all the participants have opened the right page in the participant handbook.
- Read aloud the points for the participants and explain them if required.
- Give them some time to do the exercise.
- Then ask the participants to check how many ticks they have got.
- Ask them to calculate their score.
- Initiate a discussion on the ways to maintain good health.
- Arrange for a yoga session or an exercise session to be conducted for the participants.

Say



- Your scores are indicators of your standards of hygiene.
- It is essential to follow the 12 basic personal hygiene practices.

Do



- Initiate a discussion on the ways to maintain good health.
- Arrange for a yoga session or an exercise session to be conducted for the participants.

Ask



- How important is a smile in our day to day life?
- How do you feel if you are appreciated for your bright smile?
- Can a healthy smile earn brownie points while working?

## Say

- A bright, healthy smile helps people survive pressure conditions.
- A bright, healthy smile is an indication as well as a source of confidence.
- A smile can help us develop cordial relations with our co-workers as well as our customers.
- Let us do a fun activity.

## Activity

### Rate your Smile

- Participants should rate their smile on a scale of 1 to 5.
- Similarly, make pairs of participants and instruct them to rate each other's smile on a scale of 1 to 5, with 1 being dull and forced whereas 5 being the brightest and most spontaneous.
- The ratings will be shared with each other and compared with the ratings given to them.

## Ask

- Do you know how many facial bones a human body has?

## Say

- There are fourteen bones in the facial skeleton of the human body.
- This fun activity actually was a small exercise for our facial bones.
- A person's perception about herself/himself can differ from that of another's about him/her.
- A clean, healthy smile is not only an added advantage in our social life but also an indicator of the standard of our oral hygiene.
- Good oral hygiene can help prevent bad breath, tooth decay and gum disease and keep your teeth strong.

## Do

- Mention the ways to maintain dental hygiene. Refer to the participant handbook.

## Notes for Facilitation

- Arrange for a session where you can invite a dentist to the class to explain about dental problems due to bad hygiene.

Do



- Keep the handout ready with the case study and related questions given below.

#### Why Was I Shown The Door?

Prema worked in a factory that manufactured kids clothing. The supervisor admired her work and always appreciated her. Prema had very few friends at work. She could never understand why she had few friends. She was always ready to lend a helping hand and went out of her way to thread needles, change thread, and so on, for co-workers.

Prema hardly spent any time on grooming in the morning. She had body odour, and others found it offensive. Few tried to tell her in a polite way, but she did not get the message. One day Prema overheard several of the women talking and laughing about buying her a bar of soap, deodorant, for her birthday. She went over and slapped one of the women. Prema was fired.

- Why was she fired?
- Should she have been fired?
- Did the supervisor do his/her job correctly?
- Would you want to work with Prema? Why or why not?

Activity



- Divide participants into small groups.
- Explain that each group should read the case study "Why Was I Shown The Door?"
- The group should discuss and answer the questions given for the case study. Initiate a discussion in the class so that the groups come up with the answers and the reasons for 'Why Prema was fired?'

Say



- Grooming may not be the only factor for a person to have a socially and professionally satisfying work life but it can be a critical factor.
- Discuss the probable behaviour of the customer if the participants are well dressed and well groomed.
- Discuss the practices to be followed for being well-groomed.
- Bring out the significance of wearing a proper uniform at work.

## UNIT 4.3: Precautionary Health Measures

### Unit Objectives



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

1. State the Precautionary Health Measures

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook
- Materials required for hands-on practice

### Ask



- Can you recall some of the cleanliness and hygiene practices? Why have you been advised to follow those practices?

### Say



- We are well aware that prevention is better than cure.
- It is therefore advisable to strictly follow certain practices that by and large will keep the diseases and accidents at bay or at least prevent their spread from one to another.

### Team Activity



- Divide the participants into four teams and ask each group to enlist certain practices that can prevent diseases and accidents, especially in the participant's working environment.
- Distribute some blank pages and coloured pens to the groups.
- Ask them to prepare a chart based on what they have learnt during the unit, and make a presentation in front of the whole group.
- Invite each group to come and present.
- After each presentation, conduct a discussion with the entire class.
- Encourage other groups to ask questions to the group that is presenting.
- Congratulate the groups individually and sum up the discussion by adding points left out by the groups. Refer to the participant handbook.

### Notes for Facilitation



- Organise a guest lecture.
- The lecture should bring out the importance of wearing a uniform at work, grooming and keeping good health.
- Note the important points shared by the guest lecturer and conduct a recap following the lecture.

Do



- Divide the class into groups of four participants.
- Give the following roles to each group:
  - 'Cleanliness at Workplace' Ambassadors
  - Hygiene Ambassadors
  - Grooming Ambassadors
  - Health Ambassadors
- Ask them to do the following within the group:
  - Give a name to their group
  - Create a logo for their group
  - Create a poster related to the topic showing what activities they would like to do as ambassadors, to ensure cleanliness at workplace, hygiene, grooming and healthy practices around them.
  - Tell them to relate the activities to the 5S process discussed.
  - Time the activity.
  - Invite each group one by one to come and present the poster to the class.
  - The groups will explain what the initiatives planned are, in order to achieve the task assigned.

Notes

[illegible]

Notes 



This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top left corner, there is a small orange icon of a document with lines, and the word "Notes" is partially visible in orange text. The rest of the page is blank.





## 5. Maintain Customer-Centric Service Orientation

## Unit 5.1 - Engaging with Customers for Assessing Service Quality Requirement

## Unit 5.2 - Customer Satisfaction



## Key Learning Outcomes



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

1. Demonstrate engagement with customers to understand their service quality requirements
2. Perform in accordance with customer requirements

## UNIT 5.1: Engaging with Customers for Assessing Service Quality Requirements

### Unit Objectives

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

1. Demonstrate engagement with customers to understand their service quality requirements

### Resources to be Used

- Available objects such as a duster, pen, notebook, etc.

### Do

- Divide the participants into pairs.
- Ask them to discuss and write the answers for these questions.
- Who is a customer?
- Have you ever been a customer?
- Did you ever face any problems as a customer?
- Were you always satisfied with the services rendered?
- What happens when customers are happy and satisfied with the services rendered?

### Do

- Elicit responses from the participants.
- Keep the session interactive.

### Say

- Tell them that it is important to have an emotional engagement with customers.
- If customers are happy with the services, it also benefits the brand.

## Elaborate



A consumer goes to a fuel station to purchase fuel. The consumer looks for:



Quality & Quantity Assurance



Rewarding Loyalty



Quick Filling



Efficient Forecourt Service



Premium Fuels



Cashless Transactions



Non-fuel Services

## Ask



- Where do you buy your groceries from?
- Do you prefer to go to a particular restaurant?
- Why do we sometimes go to one particular shop to buy some things?
- Do you remember any instance where a sales person went out of the way to help you or made you feel special and valued?

## Say



- We go to a particular shop as we are fully satisfied with their services and their products.

Do



- Divide the participants into four or five groups depending on the batch size.
- Distribute blank pages to the groups for the activity. Ask the participants to discuss within the group and come up with their answers for the following questions:
- What is a customer-centric approach?
- Why do we need to follow a customer-centric approach?
- What can we do to make our customers happy?
- Finally, conduct a large group discussion with the whole class.


Say



- A customer-centric approach is very important.
- A customer-centric approach means keeping your entire focus on the needs of your customer.
- Unless the customer is happy and satisfied, the brand will not benefit.

Do



- Ask them what they expect from a brand or product from a customer's viewpoint.
- Note down the responses and initiate a discussion.
- Guide the discussion to get the following points as responses.

**Trust**

Ability to provide what was promised, dependably and accurately

**Responsiveness**

Willingness to help customers promptly

**Empathy**

Degree of caring and individual attention you show to customers

**Assurance**

Knowledge and courtesy you show to customers, and ability to convey trust

**Tangibles**

Physical facilities and equipment, and your own (and others') appearance

Do



- Divide the participants into four or five groups depending on the batch size.
- Give them a situation for a role play and ask them to enact that situation.

**Situation:**

You are working as a Retail Outlet Attendant at a leading retail outlet. As a festival is approaching, your manager and owner are thinking about bringing out some schemes for the customers. They want the existing customers to feel valued and also want to attract new customers.

The owner and manager have called for a meeting. The Retail Outlet Attendants are invited to give their suggestions on what can be done.

Each group is to enact this scenario in the class and come up with a set of schemes.

Elaborate



- Value added services being offered by petrol retailers to attract the consumers are:

**Quick Care Points**

Free checkup for brake oil, engine oil, coolant, battery water etc.

**Communication Facilities**

Payphone facility and cyber hubs

**Digital Air Towers**

Maintenance of correct air pressure in tyres

**Financing and Insurance**

Financing for the vehicle and Insurance related counsel

**ATMs**

For banking transactions

**Basic Services**

Food counters, hygienic rest room facilities, first aid facility and drinking water through purifiers

Field Visit



- Arrange a field visit to a Retail Outlet.
- Brief the participants about the field visit. Let the class prepare an observation checklist in the notes section of their participant handbook.
- Ensure that the participants observe customer management at the Retail Outlet.
- You can also arrange for a printed copy of the checklist and distribute it to the participants.
- Group the participants with the Retail Outlet Attendant on duty for hands-on practice.
- Following the field visit, conduct a discussion on all the observations and the key learnings of the visit.

**Retail Outlet Observation Checklist****Dealing with Customer**

Name of the Participant:	
Name of the Retail Outlet:	
Address:	
Oil Company	
Name of the Owner:	
Date of Visit:	
Time of Visit:	

**Observe the Retail Outlet Attendant attending a customer at forecourt. Note down your observations here.**

**Observe the Retail Outlet Attendant attending a customer during peak rush hours at the forecourt. Note down your observations here.**

**Observe the Retail Outlet Attendant dealing with a customer complaint. Note down your observations here.**

**Observe the Retail Outlet Attendant making requests to a customer to follow certain rules. Note down your observations here.**

**Note down any other observation here that is worth mentioning:**

## UNIT 5.2: Customer Satisfaction

### Unit Objectives



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

1. Perform in accordance with customer requirements

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- Case study worksheets, Question Set

### Ask



- When you went for your field visit to the Retail Outlet, did you come across any customer complaint? What were the types of complaints registered?
- How were these complaints handled?
- What qualities and skills of the Retail Outlet Attendant helped them in finding solutions to the complaints made by the customers?

### Team Activity



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

### Do



- Divide the class into groups of four participants.
- Assign one scenario to each group. The groups will build on the scenario and present their skit to the class.
- Give the groups enough time to discuss and then invite each group one by one to present their role play.

#### Scenario 1

You are Avinash, who works at a Retail Outlet. During peak hours, you see an old lady in her vehicle waiting for refuelling. She looks tired. She is not one of your regular customers.

What will you do?

**Scenario 2**

You are a Retail Attendant filling petrol for a customer. Suddenly, the customer picks up a fight with you over the reading displayed that he considers faulty, and he is not satisfied with the quantity filled. The customer alleges malpractice and threatens to go to the consumer court. There are other customers in the queue watching this. What will you do?

**Scenario 3**

You have joined as a Retail Outlet Attendant recently. Today, you have been assigned to take charge of dispensing fuel from dispensing unit no.4. A customer has come for re-fuelling. Not knowing that it is a diesel car, you fill petrol in the car. What will you do in such a situation?

**Scenario 4**

You are a Retail Outlet Attendant. You are at the forecourt and you see that a customer is sitting inside the car and talking on the mobile phone while his car is getting re-fuelled. What will you do in such a situation?

**De-briefing Questions:**

- What was the issue?
- How did the Retail Outlet Attendant handle the situation?
- What qualities and skills of the Retail Outlet Attendant came out in the role play?
- How would you have handled the situation if you were in their place?

**Do****Debrief Questions:**

- What was the issue?
- How did the Retail Outlet Attendant handle the situation?
- What qualities and skills of the Retail Outlet Attendant came out in the role play?
- How would you have handled the situation if you were in their place?

After the debrief, ask all the participants to solve the exercise given in the participant handbook for this session.

- Ensure all the participants solve this exercise.
- Discuss the solutions for the exercise in the class.

## 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. 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. To maintain the spontaneity of the interactions during the role-play, ask the participants not to discuss the details of their roles prior to the role-play.
4. Give the groups enough time to discuss the role play and then conduct the role play.
5. Following the role play, conduct a debriefing session.
6. Encourage the participants to provide constructive criticism during their discussions.

## Notes for Facilitation



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

Notes



A large rectangular area with horizontal lines for writing notes.





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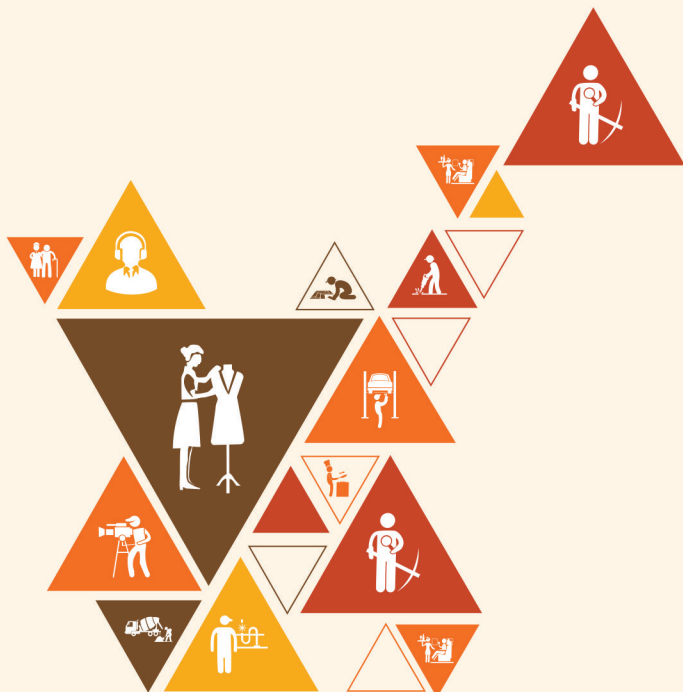
## 6. Core Generic Skills

Unit 6.1 – Reading and Writing Skills

Unit 6.2 – Communication Skills

Unit 6.3 – Plan and Organise Work

Unit 6.4 – Problem Solving Skills



## Key Learning Outcomes



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

1. State the importance of reading and writing skills for the job
2. State the scenarios where you need to apply your reading and writings skills
3. State the definition of oral communication
4. Explain the importance of oral communication in your job
5. Describe how to develop listening and speaking skills
6. Describe how to plan and organise
7. State the benefits of planning
8. State the benefits of organising
9. Explain what problem solving is
10. Solve your problems efficiently

## UNIT 6.1: Reading and Writing Skills

### Unit Objectives

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

1. State the importance of reading and writing skills for the job
2. State the scenarios where you need to apply your reading and writings skills

### Resources to be Used

- Available objects such as a duster, pen, notebook

### Ask

- Is it important that a person should know how to read and write?

### Do

- Elicit responses from the participants.
- Encourage the participants who speak less.

### Say

- Reading and writing are very important to functions in today's society. Filling out applications becomes impossible without help. Reading warning signs and following a map becomes difficult if you do not know how to read and write. These skills are also crucial in finding a good job and in developing a good self-image.
- Reading is a joyful activity. Let us practice some reading today.
- Let us conduct a group activity to see how well we can read.

### Do

- Divide the participants into pairs.
- Distribute the story card to each pair. Make enough copies of the story card so that every participant can read.
- Ask the participants to read the story silently.
- Give them enough time to read.
- Once all the participants have completed reading, divide the participants into groups of four or five depending on the batch size.
- Conduct a quiz based on the story. Keep a score and announce the winner.

## Team Activity



## Story

'If you want to marry my daughter, you must prove yourself suitable to her,' said the king.

'I love the princess and I will do anything for her,' said the poor young man. The princess stood behind the king's seat crying. 'Right then,' said the king.

'You must climb to the top of the Ice Mountain and bring back the magic lamp. An evil man stole it from me.'

'I'll do it,' said the young man and he rushed from king's room. 'That's the end of him,' laughed the king. 'He is very poor and thin too. And he thinks he is good enough to marry my daughter!'

'Well, he will not be back!'

The princess was still crying.

Even though the young man was poor and weak, his love for the princess gave him courage. With great difficulty, he reached the top of the Ice Mountain.

He found the evil man's hiding place. The magic lamp was hidden there. Luckily, the evil man was away at the time.

He caught the lamp in his hands. He wanted to see its magic.

He rubbed the lamp. WHOOSH! A cloud of purple smoke came out and a genie appeared. He was tall and handsome. He said, 'Who are you?' 'I am the lover of the princess. When I take the magic lamp with you in it, back to the king, he will allow me to marry her,' said the young man happily.

'Not exactly!' said the genie loudly. 'I have been in that lamp a hundred years. And I feel tired of it. So you can take my place and I take yours.' Then, the young man disappeared into the lamp.

The genie picked up the lamp and pulled a magic carpet from a corner.

He ordered the magic carpet to take him to the palace.

'I've brought your lamp,' he said as he walked into the king's room. 'It is not magic anymore. But I am — and I want to marry the princess!'

The king looked at the tall, handsome and magic man. 'I like magic more' he said. Then he turned to the princess and said, 'Daughter, this is your future husband!'

The princess stopped crying. 'Oh! I'm lucky! I was so afraid to marry that poor young man!' she said.

## Notes for Facilitation



### QUESTIONS FOR THE QUIZ

- What did the king say when the poor man said that he wanted to marry his daughter?  
*The king said that the poor man must prove himself suitable to her.*
- What did the king want the poor man to do?  
*The king wanted the poor man to climb to the top of Ice Mountain and bring back the magic lamp.*
- Who stole the magic lamp from the king?  
*An evil man stole the magic lamp from the king.*
- What did the king think when the poor man was gone?  
*The king thought the man was very poor and thin, so he would not be able to bring back the magic lamp and that the evil man would kill him.*
- Was the poor man able to find the lamp? Where was the evil man at that time?  
*Yes, the poor man was able to find the lamp. The evil man was away at that time.*
- What happened when the poor man rubbed the lamp?  
*A cloud of purple smoke came out and a genie appeared.*
- What did the genie say to the poor man?  
*The genie said that he had been in that lamp a hundred years and was tired of it. So he wanted to exchange places with the poor man.*
- Why did the princess stop crying?  
*The princess was afraid to marry the poor man. When the tall and handsome magic man told the king that he wanted to marry his daughter, the princess felt she was very lucky.*

## Do



- Repeat the reading exercise with some newspaper articles as a group activity.
- The group should be able to comprehend what has been read and share the information with the class.

## Say



- It is very important to read with utmost concentration and attention so that you are able to understand the text.

## Notes for Facilitation



- Encourage all the participants to read the story.
- If you feel that some participant is facing a problem, you can help them by reading the story with them.
- You can also arrange for a printed copy of the story and distribute it to the participants.

Do



- Give blank sheets and sketch pens to each participant.
- Ask them to draw an imaginary animal and write five sentences about the animal they have made.
- Ask them to come in the front and say what they have made and written.

## Notes for Facilitation



- You can guide the participants to think about how the animal looks, where it lives, what it eats, an incident that happened with the animal, etc.
- It is an imaginary animal, so the participants can make their imagination run wild.
- There is no right or wrong way of making the animal, so congratulate each one of them for making an attempt.

Do



- Divide the participants into pairs.
- Distribute some blank pages and coloured pens to each participant.
- Ask them to write two questions which they will ask their fellow participant.
- Each pair will ask the questions to each other and will make notes from the answers given by their fellow participants.
- After the activity, again divide the participants into larger groups.
- Each participant will share their notes with the group.

Ask



- How will reading and writing help you perform better at the job?
- During your job, where will you need reading and writing skills?

Say



- If you have good reading and writing skills, you are valued more at the job.
- You are given better responsibilities.
- You are considered more professional.
- You have a better confidence level and feel good about yourself.
- You are able to communicate better with your customers and colleagues.

## UNIT 6.2: Communication Skills

### Unit Objectives



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

1. State the definition of oral communication
2. Explain the importance of oral communication in your job
3. Describe how to develop listening and speaking skills

### Resources to be Used



- Available objects such as a duster, pen, notebook etc.
- Case study worksheets, Question Set

### Activity



#### Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant should whisper a message into his neighbour's ear.

No one else must hear.

The message can be serious or downright silly.

Step 3: The next person should pass on the message very quickly in a whisper to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard in front of the class and the first person reveals the real message.

Compare them and have a great laugh!

### Ask



#### Debrief Questions:

- Was the original message at the start of the game the same message that was communicated at the end of the game?
- Why do you think this happened?

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. were the reasons for failure.
- There are various aspects to communication. You need to work on speaking skills and listening skills. There is always some room for improvement.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Elaborate



- 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 give and receive for communication to happen.

Say



- Talk about the importance of listening. Refer to the participant handbook.

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 statements?

Say



- Let us play a game to better understand effective listening.

Do



- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- Tell participants to raise their hand if they know the answer to the question asked.

## Activity



### Riddles:

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

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?

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

### Answers:

There is no law against a man marrying his widow's sister, but it would be a great trick. To have a widow, the man would have to be dead.

Oh, yes. They have a 26th of January in England. They also have a 27th and 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 cannot bury survivors under any law - especially if they still have enough strength to object!

## Do



- Ask debrief questions to cull out information from participants.
- Keep a check on time.

## Ask



### Debrief question:

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

## Say



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

Do



- Conduct a word guessing game called Dumb Charades, a popular game which can add lots of fun and excitement.
- Choose a theme like names of movies, songs of movies, personalities, etc.
- You may choose to have multiple rounds with a different theme in every round.
- Decide the time which will be allocated to teams to enact and find the assigned movie or the song.
- Generally, 60 seconds is good enough.

## Team Activity



- Divide the class into two groups – Team A and Team B.
- Team A decides the word or phrase (depending upon the decided theme) and calls one member from Team B and tell him/her secretly the word or the phrase.
- The identified member from Team B has to enact the film name or the song via gestures without any lip movement to the remaining members of his/ her team. The person enacting the name/ song of the movie is not supposed to speak anything.
- Others in his team have to guess the name of the movie or song by following the gestures.
- Pre-define gestures for the most common of words, like – male/female, old/new, language, no of words in the phrase, etc can be decided before the game.
- It is advisable to have an umpire who can ensure that all the rules of the game are being followed and can keep a track of the time and score.
- Repeat the process with as many team members as possible in turns. The team which is able to guess the maximum number of words or phrases wins the game.

### Debrief question:

- Did you enjoy the activity?
- What were the challenges faced in the activity?
- The main challenge lies in expressing yourself without speaking.

## UNIT 6.3: Plan and Organise Work

### Unit Objectives



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

1. Describe how to plan and organise
2. State the benefits of planning
3. State the benefits of organising

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook

### Do



- Ask the participants to prepare a schedule of activities they do every day, starting from the time they wake up. This should be a detailed list with a routine of activities and the time of the day mentioned.
- Once they have prepared the daily schedule, ask them to prepare a weekly schedule for their activities and commitments during the coming week.
- Tell them to list all the major responsibilities for each day that demand their time and presence. The list for each day should contain both routine things they do as well as the items that are one-time events and tasks.

### 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 an exercise, but I just do not have the time.
- I had so much to do, so I could not reach office on time.

### Say



- If your answer to these questions is “Yes,” then you may need some help in getting yourself organised in your personal life. This answer may also be an indicator of a need for organisation in other areas of your life.
- The key ingredients for your success in your programme or in the job that you will be doing are effective time management and organisation skills.

Ask

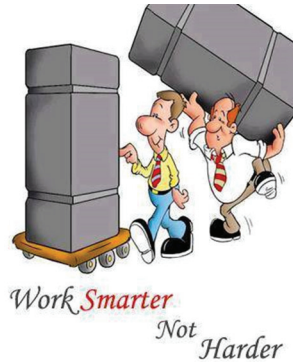


- Do you find it difficult to prioritise your work?
- Are you able to manage your time effectively?
- Do you have distractions?

Say



- Time management is not only about how hard you work but also about how smart you work.



Ask



- Why is it important to manage time? How does it help?
- What happens when you do not manage your time effectively?

Say



- Time management helps us in planning and organising our life on a day-to-day basis.

Ask



- Do you want to learn how to plan and organise your time effectively?

Say



- Let us learn it 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 and projects that you feel you have to do.
- Try to include everything that takes up your time, however unimportant.
- 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 with four quadrants. Name the four quadrants as follows:
  - Urgent/ Important
  - Not Urgent/ Important
  - Urgent/ Not Important
  - Not Urgent/ Not Important
- Place your tasks from the to-do list by categorising them in these quadrants. To do this, ask these two questions when you pick up a task:
  - Is this task important?
  - Is this task urgent?
- 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 you have the time to do it.
  - 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.
- Category 3: Urgent/Not Important**
  - This is where you are busy but not productive. These tasks are often mistaken to be important.
  - 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 does not really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
- These activities are just a distraction.
- Some may be activities that other people want you to do.
- These might include unplanned leisure activities as well.

## Notes for Facilitation



Sample formats:

URGENT/ IMPORTANT	NOT URGENT/ IMPORTANT
1	2
3	4
URGENT/ NOT IMPORTANT	NOT URGENT/ NOT IMPORTANT

### TO- DO list


**Activity Debrief****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 the most crucial ones for success.
  - If necessary, also plan where you will do these tasks, so that you are free from interruptions.
  - Include strategic thinking, deciding on goals or general direction and planning in the 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 is 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 minimise 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 do not have an impact on other important tasks.

## Notes for Facilitation



- Note: You can either perform the demonstration described or discuss the short story below to conclude the session.
- 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 will never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you will fill your life with little things you worry about that do not really matter, and you will never have the time you need to spend on the big, important stuff (the big rocks).
- So, tonight, or in the morning, 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.

## Ask



- Ask the participants if they have any questions and resolve the queries before closing the session.

## UNIT 6.4: Problem Solving Skills

### Unit Objectives



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

1. Explain what problem solving is
2. Solve your problems efficiently

### Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Participant handbook

### Ask



- Ask the trainee, “According to you, what is a problem”?
- Ask the trainee about the problems they are likely to face in the process of becoming a successful Retail Outlet Attendant.

### Say



- Discuss the definition of problem as given in the participant handbook.
- Just as in a hurdle race, you know that your goal is to reach the finish line and the hurdles are the obstacles on the way.
- If your goal is to set up your own business, then, the obstacles are the issues you will face on the way of reaching that goal and the solution will be to reach the finish line.

### Ask



- Ask the trainee “When you face a problem, how do you resolve it”?
- Pick examples from the question asked previously; i.e. the problems they are likely to face in the process of becoming a successful Retail Outlet Attendant.

### Say



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

## Activity



- Conduct a role play activity.
- Ask the trainee 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.
- Give them the handouts for role play scenarios.
- Two groups are to be given the same scenarios on problem solving.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Make sure everyone understands their role. Give clarifications if needed.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their role play.

### Problem solving Scenario 1

You are Avinash, who works at a retail outlet. One of your colleagues is 60 years old and he has already informed the Manager that he will be leaving the job in the next 3-6 months. As the outlet is understaffed, your Manager wants you to take up the additional responsibilities of your colleague as he feels that you are very hard working and sincere. He has asked you to think about it and let him know.

You have a lot of responsibilities at home and you are doing a Course for skill enhancement as well. You really do not have time to take up these additional responsibilities. What will you do?

### Problem solving Scenario 2

You are working in a retail outlet called Shreeji Agencies. Your retail outlet has established its name in the last few years.

Recently, a customer came and lodged a complaint that some staff members indulge in malpractices. He said that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser petrol than they paid for.

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

You heard from a team member that the customer mentioned your name as well.

You have been called by the manager while the customer is sitting with him. What strategies will you adopt to solve this problem?

## Notes for Facilitation



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

Notes 



This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top left corner, there is a small orange icon of a notepad with three lines, and next to it, the word "Notes" is written in an orange font. A thin orange border frames the entire page.





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Transforming the skill landscape



HYDROCARBON SECTOR  
SKILL COUNCIL

## 7. Employability & Entrepreneurship Skills

Unit 7.1 – Personal Strengths & Value Systems

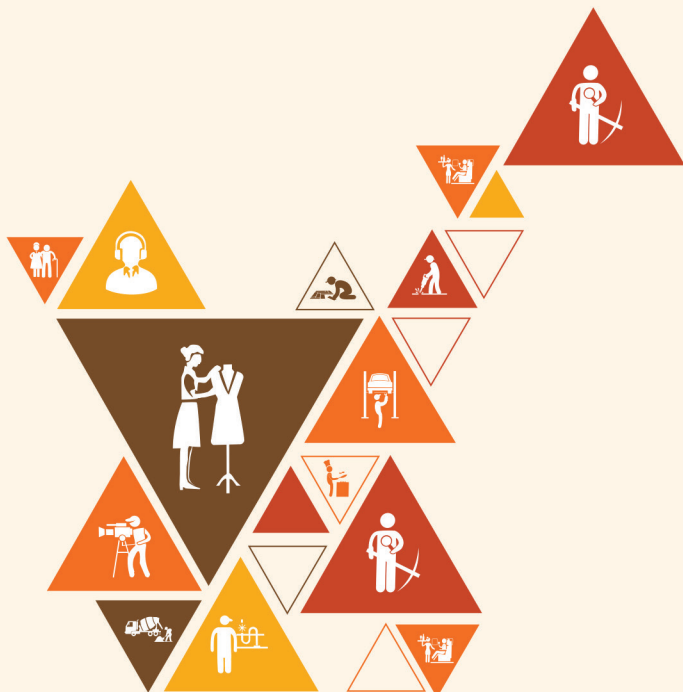
Unit 7.2 – Digital Literacy: A Recap

Unit 7.3 – Money Matters

Unit 7.4 – Preparing for Employment & Self Employment

Unit 7.5 – Understanding Entrepreneurship

Unit 7.6 – Preparing to be an Entrepreneur





## Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

### Ice breaker

- You can begin the module with the following ice breaker:

#### Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

### Expectation Mapping

- During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
- Have one of the participants write their contributions on a flip chart sheet.
- Write down your own list of covered material in the training on another flip chart sheet.
- Compare the two sheets, commenting on what will and what will not be covered during the training.
- Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- You may get back to those sheets once again at the end of the last session of the training.
- Benefits of doing this activity:
  - Participants feel better as their opinions are heard.
  - Participants get to know what they should expect from the training.
  - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- Expectations from the participants:
  - Must sign the attendance sheet when they arrive for class.
  - Conduct themselves in a positive manner
  - Be punctual, attentive, and participative
- Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
- By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

### Defining Objectives

- Defining the objectives in the beginning of the units sets the mood for the unit.
- To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.

3. It is also a way of making participants take responsibility of their own learning process.
4. For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.
5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

**In order to effectively facilitate this workshop:**

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

**General instructions for role playing:**

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

## UNIT 7.1: Personal Strengths & Value Systems

### Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self- analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self- analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management techniques
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

## UNIT 7.1.1: Health, Habits, Hygiene: What is Health?

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



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

### Ask



- When did you visit the doctor last? Was it for you or for a family member?

### Say



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

### Do



- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.

- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say



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

Activity



- Health Standard Checklist from the Participant Handbook.

Ask



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

Say



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

Do



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

Summarize



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

Ask

**Discuss:**

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

Say



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

Activity



- Health Standard Checklist: Hygiene

Say



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

Do



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

Ask



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

Summarize



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

**Ask**

- What is a habit?

**Say**

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

**Summarize**

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

## UNIT 7.1.2: Safety

### Unit Objectives

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

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

### Resources to be Used

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

### Say

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

### Team Activity

Safety Hazards

There are two parts to this activity.

- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.

Use this format for the first part of the activity.

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

### Ask

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

Say 

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

Do 

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

Say 

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

Do 

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

Ask **De-briefing**

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

## Summarize



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

## UNIT 7.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook
- Old newspapers
- Blank papers and pencils/ pens

### Activity



This is a paper pencil activity.

- What are the three sentences that describe you the best?
- What do you need to live happily?
- What are your strengths and weaknesses?

### Do



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

### Say



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

## Team Activity



### Tower building

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

### Do



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

### Ask



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

### Say



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

### Ask



- Is your attitude positive or negative?

### Say



- Let me tell you a story :

#### It's Little Things that Make a Big Difference.

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

**Ask**

- What did you learn from this story?

**Activity**

**What Motivates You? from the Participant Handbook.**

**Do**

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

**Say**

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

**Summarize**

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

## UNIT 7.1.4: Honesty & Work Ethics

### Unit Objectives



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

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



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

### Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.

- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

## Team Activity



### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

What should Shankar do? Should he confront Saksham or give in to the demands of the client?

#### Scenario 4

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

## Do



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

## Summarize



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

## UNIT 7.1.5: Creativity and Innovation

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook
- Chart papers and marker pens

### Ask



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

### Say



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

#### A.P.J. Abdul Kalam

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

#### Water filter/purifier at source

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

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

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

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

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

#### Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St

Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

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

### Looms for physically challenged

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

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

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

### Ask



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

### Say



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

### Team Activity



This is a group activity.

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

#### Activity De-brief

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

### Do



- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the trainee 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-youngindians/20151208.htm>

## UNIT 7.1.6: Time Management

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



**Does this sound like you?**

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

### Example



Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

## Ask



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

## Activity



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

## Say



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

## Ask



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

## Say



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

## Activity



### Effective Time Management

- This activity has two parts:

#### PART 1

##### TO-DO LIST

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

#### PART 2

##### URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.

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

#### TO- DO list format

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

**URGENT-IMPORTANT GRID**

<b>URGENT/ IMPORTANT</b> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Last minute demands</li> <li>• Project deadlines</li> <li>• Crisis</li> </ul> <div>1</div>	<b>NOT URGENT/ IMPORTANT</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Working towards goals</li> <li>• Building relationship</li> <li>• Personal commitments</li> </ul> <div>2</div>
<b>URGENT/ NOT IMPORTANT</b> <ul style="list-style-type: none"> <li>• Interruptions</li> <li>• Phone calls/ E-mails</li> <li>• Other people's minor demands</li> </ul> <div>3</div>	<b>NOT URGENT/ NOT IMPORTANT</b> <ul style="list-style-type: none"> <li>• Internet surfing</li> <li>• Social media</li> <li>• Watching TV</li> </ul> <div>4</div>

**URGENT/ IMPORTANT GRID format**

<b>URGENT/ IMPORTANT</b> <div>1</div>	<b>NOT URGENT/ IMPORTANT</b> <div>2</div>
<b>URGENT/ NOT IMPORTANT</b> <div>3</div>	<b>NOT URGENT/ NOT IMPORTANT</b> <div>4</div>

**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 trainee they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.

## 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.

- s He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration? "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
  - End the story with these lines...
- So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

## UNIT 7.1.7: Anger Management

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



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

### Do



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

### Activity



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

## Ask



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

## Say



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

## Do



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

## Activity



Trigger points and Anger Management Techniques Activity

### Anger Triggers

List of triggers that make you angry:

1. Someone says you did something wrong.
2. You want something you can't have now.
3. You get caught doing something you shouldn't have been doing.
4. You are accused of doing something you didn't do.
5. You are told that you can't do something.
6. Someone doesn't agree with you.
7. Someone doesn't do what you tell him to do.
8. Someone unexpected happens that messes up your schedule.

**Result of your anger:**


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Write the techniques that you use to manage your anger:

**Anger Management Techniques**


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**Say** 

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

**Do** 

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

**Ask** **De-brief questions:**

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

## Summarize



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

## Notes for Facilitation



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

## UNIT 7.1.8: Stress Management: What is stress?

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



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

### Ask



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

### Say



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

Do



- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - If yes, how do you think that the stress could be avoided (managed)?
  - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
  - At the end of 12 minutes, the team should present their case solution to the larger group.
  - Ask the group to select a group leader for their group.
  - The group leader to discuss and assign roles to the group members for the presentation.

## Team Activity



### Case Study Analysis

#### Scenario 1

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

Please be in the conference room in 5 minutes."

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

#### Scenario 2

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

Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

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

#### Scenario 3

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

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive.

She is very angry and calls again but cannot connect this time.

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

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

#### Scenario 4

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

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

#### Ask



##### De-brief questions:

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

#### Say



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

#### Do



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

## Say

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

### De-brief:

#### Scenario 1

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

#### Scenario 2

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

#### Scenario 3

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

#### Scenario 4

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

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

## Do

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

#### Scenario 5

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

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
  - What kind of stress was Rakesh undergoing in this case?

- Was the stress avoidable or manageable under the given circumstances?
- What was the result of the stress?

## Say



### De-brief:

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

## Summarize



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

## Notes for Facilitation



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

## UNIT 7.2: Digital Literacy: A Recap

### Key Learning Outcomes

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

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

## UNIT 7.2.1 - Computer and Internet Basics: Basic Parts of a Computer

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook
- Computer Systems with the required applications

### Say



- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

### Explain



- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

### Ask



- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

### Say



- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

## Summarize



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

## Practical



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

## Do



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

## UNIT 7.2.2 - MS Office and Email: About MS Office

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

### Ask

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

### Say

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

### Explain

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

### Ask

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

## Say



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

## Do



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

## Demonstrate



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

## Practical



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

## Summarize



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

## UNIT 7.2.3 - E-Commerce

### Unit Objectives



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

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

### Resources to be Used



- Computer System with internet connection
- Participant Handbook

### Ask



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

### Say



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

### Ask



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

### Say



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

## Team Activity

### E-commerce examples

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

## Say

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

## Do

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

## Say

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

## Explain

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

## Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or

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

## Role Play



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

## Ask



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

## Say



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

**Do**

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

**Ask**

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

**Say**

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

**Summarize**

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

## UNIT 7.3.1: Personal Finance – Why to Save?

### Key Learning Outcomes

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

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

## UNIT 7.3.1: Personal Finance – Why to Save?

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



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

### Example



Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

### Ask



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

## Say

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

## Ask

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

## Say

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now. Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

## Ask

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

## Say

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

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

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

**PART 2****HOW WILL YOU USE THE MONEY**

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

**Do**

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

**Activity De-brief**

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

**Say**

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

**Summarize****You can summarize the session by discussing:**

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

## UNIT 7.3.2: Types of Bank Accounts, Opening a Bank Account

### Unit Objectives



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

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

### Resources to be Used



- Account opening sample forms
- Participant Handbook

### Ask



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

### Example



Let's look at the given example:

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

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

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

### Ask



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

### Say



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

Ask



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

Say



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

Team Activity



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

**Activity De-brief**

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

Say



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

Ask



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

Say



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

Team Activity

**Opening a Bank Account**

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

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

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

<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto;"></div> <p><b>Photograph</b></p>	<h2 style="margin: 0;">XXX Bank</h2>			
<b><u>SAVING BANK ACCOUNT OPENING FORM</u></b>				
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.		

**Declaration:**

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

**Place:****Date:****Signature / LTI of Applicant****Nomination:****I want to nominate as under**

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

**Place:****Date:****Signature / LTI of Applicant****Witness(es)\***

1. \_\_\_\_\_

2. \_\_\_\_\_

\*Witness is required only for thumb impression and not for signature

## UNIT 7.3.: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

### Unit Objectives



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

- Differentiate between fixed and variable costs

### Resources to be Used



- Participant Handbook
- Blank sheets of paper and pens

### Ask



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

### Say



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

### Team Activity



#### Identify the type of cost

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

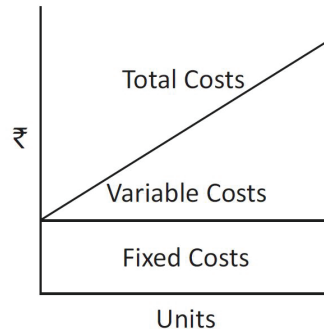
### Do



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

## Say

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



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

## Team Activity

### Fixed vs. Variable Costs

This is a group activity.

You want to start your own entrepreneur business.

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

### Activity De-brief

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

## Do

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

## Summarize



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

## Notes for Facilitation



Answers for the activity - Identify the type of cost

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

## UNIT 7.3.4: Types of Bank Accounts, Opening a Bank Account

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Ask



- Ask the trainee- “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.

1. 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?
2. 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.
3. Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

### Say



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

### Ask



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

### Say



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

## Say

- We will have a quiz today.

## Team Activity



- The activity is a quiz.

## Do



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

## Summarize



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

## Notes for Facilitation



### QUESTIONS FOR THE QUIZ

1. What are bonds?

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

2. Who issues the bonds?

*Private and public companies issue the bonds.*

3. Why are bonds issued?

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

4. Who is the buyer of stocks and equities?

*The general public is the buyer.*

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

*Small Saving Scheme*

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

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

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

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

8. Name the two types of insurances?

*Life Insurance and Non-life or general insurance*

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

*Term Insurance*

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

*It offers the dual benefit of investment and insurance.*

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

*Money Back Life Insurance*

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

*It offers the dual benefit of investment and insurance*

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

*Marine Insurance*

14. After what duration is the income tax levied?

*One financial year*

15. What is long term capital gain tax?

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

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

*Securities Transaction Tax*

17. What is the source of corporate tax?

*The revenue earned by a company.*

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

*VAT or Value Added Tax*

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

*Sales Tax*

20. What's the difference between custom duty and OCTROI?

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

## UNIT 7.3.5: Online Banking, NEFT, RTGS, etc.

### Unit Objectives



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

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

### Resources to be Used



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

### Ask



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

### Say



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

### Do



- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites. the computer system.
- Tell the class the various features of online banking:
  - Through their website set-up your online account.
  - Choose a secure username and password.
  - Set-up your contact information.

- Once your information is verified, you are good to go.
- Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

## Say



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

## Do



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

## Summarize



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

## UNIT 7.4: Preparing for Employment & Self Employment

### Key Learning Outcomes

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

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

## UNIT 7.4.1: Interview Preparation: How to Prepare for an Interview?

### Unit Objectives



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

- Discuss the steps to follow to prepare for an interview

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



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

### Activity 1



#### Introducing Yourself

### Do



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

## Ask



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

## Say



Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.

Introduction should be short and crisp, and should present you in a positive light. It should include the following points:

- Any work experience that you might have
- A brief summary of your educational qualifications
- Your strengths and achievements
- Any special projects that you might have been part of

The following topics should be avoided during an introduction:

- Detailed description of your family (unless you are specifically asked to do so)
- Too much information about your weaknesses
- Information that is not true

## Do



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

## Activity 2



Planning the right attire

## Do



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

## Summarize



Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.

You can add the following points to it:

- Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
- The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
- Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
- The participants will get only one chance to create a good first impression.

## UNIT 7.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

### Unit Objectives



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

- Discuss the steps to create an effective Resume

### Resources to be Used



- Participant Handbook
- Blank papers and pens

### Ask



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

### Say



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

### Do



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

## Say

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

## Activity

### Case Study Analysis

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

### Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxxla@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 Singl

## UNIT 7.4.3: Interview FAQs

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Say



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

### Do



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

### Role Play



- Conduct the role plays for the situations given.

### Do



#### Situation 1

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?

- Can you tell me something about your family?

Then, the interviewer will bluntly ask the following questions:

- How do you explain this huge time gap in your resume?
- What is the reason for this?
- Weren't you looking for a job or is it that no one selected you?

## Say

### De-brief:

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

## Do

### Role Play – Situation 2

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then, at the end of the interview, ask the interviewee:

- There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

## Say

### De-brief:

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

## Do

### Role Play – Situation 3

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?

- Tell me something about yourself?
- Can you tell me something about your family?

Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:

- Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

## Say

### De-brief:

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

## Do

### Role Play – Situation 4

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then very bluntly ask the interviewee:

- How long do you plan to stay with this company if you are selected?

After the candidate responds, ask sarcastically:

- Do you seriously mean that?

## Say

### De-brief:

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

## Do

### Role Play – Situation 5

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?

- Can you tell me something about your family?

Ask him/her how important he/she thinks it is to be punctual in the corporate world.

After he/she answers, look up sternly at the interviewee and in a crisp voice, say:

- You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

## Say

### De-brief:

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

## Do

### Role Play – Situation 6

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

After asking a few academic or job-related questions, ask the interviewee:

- If you get this job, what salary package do you expect us to give you?

## Say

### De-brief:

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

## Do

### Role Play – Situation 7

The interviewer will start by asking the interviewee a few generic questions such as:

- What is your name?
- Tell me something about yourself?
- Can you tell me something about your family?

Then, bringing the interview to a close, ask the interviewee:

- Do you have any questions for me?

## Say

### De-brief:

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

## Explain

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

## Do

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

## Activity

### Mock Interview Questions

1. Mock Interview Questions
2. Tell me something about your family.
3. What qualities would you look for in a Manager or a Supervisor?
4. Why did you apply for this job?
5. What do you know about this company?
6. How do you deal with criticism?
7. How do you plan to strike a good work-life balance?

8. Where do you see yourself five years from now?
9. Have you applied for jobs in other companies?
10. What kind of salary do you expect from this job?
11. Do you have any questions for me?

## Summarize



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

## UNIT 7.4.4: Interview FAQs

### Unit Objectives



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

- Identify basic workplace terminology

### Resources to be Used



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

### Ask



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

### Say



- Let's start this unit with an activity.

### Team Activity



#### Workplace terminology

This is a group activity conducted in three parts.

#### Part 1

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

#### Activity De-brief

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

### Do



- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.

- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say



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

Ask



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

Say



- Let's now continue the activity.

Team Activity



### Terms and Terminology

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

#### Part 2

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

#### Activity De-brief

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

Do



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

Say



- Let's go ahead with the activity.

## Team Activity



Terms and Terminology

The activity continues with the same group members.

### Part 3

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

### Activity De-brief

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

Do



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

## Summarize



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

## UNIT 7.5: Understanding Entrepreneurship

### Key Learning Outcomes

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

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

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

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Say



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

### Team Activity



#### Quiz Questions

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

### 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? • What do you understand by entrepreneurs?

## 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.

## UNIT 7.5.2: Leadership and Teamwork

### Unit Objectives

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

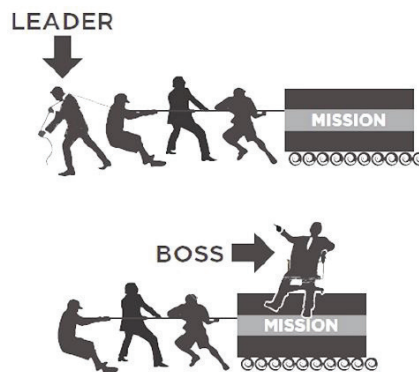
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

### Resources to be Used

- Participant Handbook
- Blank sheets of paper and pens

### Do

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



### Say

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

## Say

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

## Ask

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

## Say

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

## Ask

- Do you consider yourself a team player?

## Team Activity

### Long Chain

- This is a group activity.

## Do

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

## Say

### De-brief:

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

## Say



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

## Summarize



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

## UNIT 7.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook

### Activity 1



Activity – Chinese Whisper

**Step 1:** Form a circle.

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

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

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

Compare them and have a great laugh!

### Ask



**De-brief questions:**

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

### Say



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

Say 

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

Ask 

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

Say 

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

Do 

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

Activity 2 **Riddles:**

1. Is there any law against a man marrying his widow's sister?
2. 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?
3. Do they have a 26th of January in England?
4. 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?
5. 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?
6. There was an airplane crash. Every single person died, but two people survived. How is this possible?

7. 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?
8. 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:**

1. 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.
2. You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.
3. Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.
4. First of all, you would light the match.
5. Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?
6. Every SINGLE person died, but those two were married.
7. You can't bury survivors under any law especially if they still have enough strength to object.
8. The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

**Ask** **De-brief question:**

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

**Say** 

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

**Activity 3** **Elevator Pitch:**

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

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too. If you were given another chance, what would you have said to this person?

Do



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

## Notes for Facilitation



Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.

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

### Example:

Here's how your pitch could come together:

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

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

## Summarize



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

## UNIT 7.5.4: Problem Solving & Negotiation Skills

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

## Team Activity



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

## Do



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

## Say



### De-brief questions:

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

## Ask



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

## Say



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

## Ask



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

Say



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

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 trainee to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

## Do

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

### Problem solving Scenario 1

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

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

### Problem solving Scenario 2

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

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

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

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

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

### Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant

impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan.

You've been searching for an individual with this skill level for three months. The candidate is waiting for your response. Now you have to call him in to make the final negotiations.

### **Negotiation Scenario 2**

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

## **Notes for Facilitation**

### **Facilitating Role Plays**

#### **Preparing for the activity**

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

#### **Conducting the activity**

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

## **Summarize**

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

## UNIT 7.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

### Ask



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

### Say



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

### Do



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

## Activity

### Do your SWOT analysis

<b>Strength</b> <ul style="list-style-type: none"> <li>What are your strengths?</li> <li>What unique capabilities do you possess?</li> <li>What do you do better than others?</li> <li>What do others perceive as your strengths?</li> </ul>	<b>Weakness</b> <ul style="list-style-type: none"> <li>What are your weaknesses?</li> <li>What do your competitors do better than you?</li> </ul>
<b>Opportunity</b> <ul style="list-style-type: none"> <li>What trends may positively impact you?</li> <li>What opportunities are available to you?</li> </ul>	<b>Threat</b> <ul style="list-style-type: none"> <li>Do you have solid financial support?</li> <li>What trends may negatively impact you?</li> </ul>

## Do

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

## Ask

### De-brief questions:

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

## Summarize

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

## UNIT 7.5.6: Entrepreneurship Support Eco-System

### Unit Objectives



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

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

### Resources to be Used



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

### Ask



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

### Say



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

### Ask



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

### Say



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

## Team Activity



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

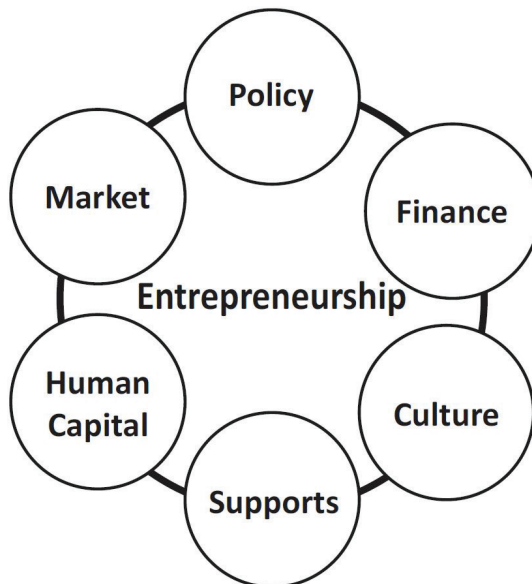
## Do



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

### Activity De-brief

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



## Ask



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

## Say



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

## Team Activity



- Presentation on key schemes to promote entrepreneurs

Do



Divide the class into pairs.

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

**Activity De-brief**

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

Summarize



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

## UNIT 7.5.7: Risk Appetite & Resilience

### Unit Objectives



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

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

### Resources to be Used



- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens and marker pens

### Ask



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

### Example



Let's have a look at these two examples:

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

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

### Say



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

## Say

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

## Team Activity



### Risk Appetite

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

### Activity De-brief

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

## Do



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

## Ask



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

## Example



Let's have a look at the following example:

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

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

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

Say



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

Say



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

## Team Activity



### Entrepreneurship and Resilience

**This is a group activity.**

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

### Activity De-brief

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

Do



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

## Summarize



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

## UNIT 7.5.8: Success and Failures

### Unit Objectives



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

- Recall entrepreneurial success stories
- Discuss how to deal with failure

### Resources to be Used



- Participant Handbook

### Ask



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

### Example



**Let's have a look at this example.**

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight?

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

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

### Say



- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

### Ask



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

## Say

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

## Role Play

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

## Do

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 5 minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their role play.

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

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

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.

6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.
8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summarize



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

## UNIT 7.6: Preparing to be an Entrepreneur

### Key Learning Outcomes

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

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

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

### Unit Objectives

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

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

### Resources to be Used

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

### Ask

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

### Example

**Let's have a look at this example.**

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

### Say

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

### Team Activity

#### Market Study

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

#### Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.

- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do



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

Say



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

Ask



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

Say



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

Say



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

## Team Activity



### 4 Ps of Marketing

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

### Activity De-brief

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

Do



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

**Activity De-brief**

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

Say



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

Summarize



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

## UNIT 7.6.2: Business Entity Concepts

### Unit Objectives



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

- Recall basic business terminology

### Resources to be Used



- Participant Handbook

### Say



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

### Activity



- The activity is a quiz.

### Do



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

### Summarize



- Summarize the unit by discussing the key points.

## Notes for Facilitation



### QUESTIONS FOR THE QUIZ

1. What does B2B mean?

*Business to business*

2. What is a financial report?

*A comprehensive account of a business' transactions and expenses*

3. Who is a sales prospect?

*A potential customer*

4. How is working capital calculated?

*Current assets minus current liabilities*

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

*Valuation*

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

*Complex transaction*

7. How will you calculate the net income?

*Revenue minus expenses*

8. How is Return on Investment expressed?

*As percentage*

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

*Cost of materials minus cost of outputs*

10. What is revenue?

*Total amount of income before expenses are subtracted.*

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

*Simple, Complex and Ongoing Transactions*

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

*Depreciation*

15. What are the two main types of capital?

*Debt and Equity*

## UNIT 7.6.3: CRM & Networking

### Unit Objectives

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

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

### Resources to be Used

- Participant Handbook

### Ask

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

### Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask “what happened”, “why it happened”, “how can it be avoided next time”, etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- “Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.”

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

## Team Activity



### Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom.

Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

### Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city.

Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

### Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand.

When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

### Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services.

She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer

might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

### Say

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

### Do

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

### Say

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

### Activity

#### Group Discussion

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

### Summarize

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

## UNIT 7.6.4: Business Plan: Why Set Goals?

### Unit Objectives



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

- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

### Resources to be Used



- Participant Handbook
- Chart papers, blank papers, marker pens, ruler

### Ask



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

### Say



- Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

### Ask



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

### Do



- Ask few participants to share their business ideas.

### Ask



- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

## Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

## Team Activity

### Writing a business Plan

This is a group activity.

Give the groups the required resources such as chart paper and markers.

This activity is divided into two parts:

1. Create a business idea
2. Develop a business plan
  - The group will discuss and come up with a new business idea and present their idea to the class.
  - In the second part of the activity the group will develop a business plan for the business idea.
  - The business plan prepared will be presented by the groups to the class.

### MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

---

Business Description: What is the nature of your business?

---

Market Analysis: What is your target market?

---

Organization and Management: What is your company's organizational structure?

---

Service or Product Line: What is the lifecycle of your product/ service?

---

Marketing and Sales: How will you advertise and sell your products?

---

Funding Request: How much fund is required and from where?

---

## Say

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity

Make your business plan on a chart paper based on the following parameters:

1. Executive Summary
2. Business Description
3. Market Analysis
4. Organization and Management
5. Service or Product Line
6. Marketing and Sales

- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

## Say

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

## Do

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

## Say

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

## Summarize

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

## Notes for Facilitation

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

## UNIT 7.6.5: Procedures and Formalities for Bank Finance

### Unit Objectives



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

- Describe the procedure and formalities for applying for bank finance

### Resources to be Used



- Participant Handbook
- Bank loan/finance form sample

### Say



While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.

Some of the funding options available in India are:

- Bootstrapping: Also called self-financing is the easiest way of financing
- Crowd funding: Funds are collected by consumers pre-ordering or donating for starting the business.
- Angel investors: Individual or group of investors investing in the company
- Venture capitalists: Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
- Bank loans: The most popular method in India.
- Microfinance Providers or NBFCs
- Government programmes

Let us now discuss the most popular method i.e. bank finance in detail here.

### Do



Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.

- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

### Summarize



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

## Notes for Facilitation

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

### CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN

#### APPLICATION

##### (Common for all banks)

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

## UNIT 7.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

### Unit Objectives



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

- Discuss how to manage their own enterprise

### Resources to be Used



- Participant Handbook

### Ask



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

### Say



Let's have a look at this example:

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

### Say



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

### Say



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

## Team Activity



- 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.

## 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.

## UNIT 7.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

### Unit Objectives



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

- List the important questions that every entrepreneur should ask before starting an enterprise

### Resources to be Used



- Participant Handbook
- Blank sheets of paper
- Pens

### Ask



- Why do you want to become an entrepreneur?

### Say



- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

### Do



- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

## Summarize



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





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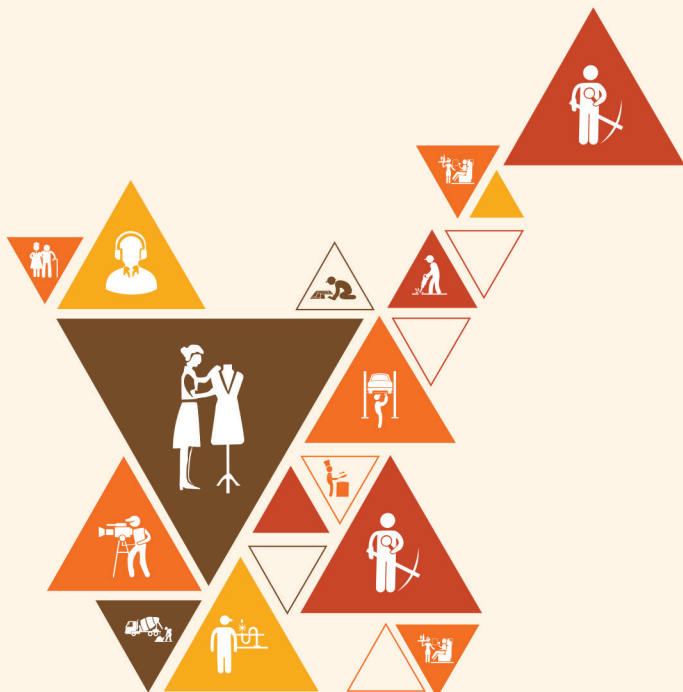
Transforming the skill landscape



HYDROCARBON SECTOR  
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## 8. Annexure

Annexure I: Training Delivery Plan



## Annexure I

## Training Delivery Plan

Training Delivery Plan		
<b>Program Name:</b>	Retail Outlet Attendant (Oil & Gas)	
<b>Qualification Pack Name &amp; Ref. ID</b>	HYC/Q3101	
<b>Version No.</b>	1.0	<b>Version Update Date</b> - 22-06-2017
<b>Pre-requisites to Training (if any)</b>	Class X, preferably	
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Carry out the vehicle movement to the designated island and manage the queue</li> <li>2. Carry out fuel dispensing while following the service norms, safety guidelines and process payments</li> <li>3. Ensure safe and secure working environment to avoid hazards and accidents while handling fuel</li> <li>4. Ensure cleanliness at the workplace and follow good personal hygiene habits and practices</li> <li>5. Engage with customers to understand service requirements to achieve customer satisfaction while adhering to service and safety guidelines</li> </ol>	

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Icebreaker	Icebreaker	<ul style="list-style-type: none"> <li>• Introduce each other and build rapport with fellow participants and trainer</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's Guide</li> <li>• Resources for the activity</li> </ul>	45 minutes
2.	Ground Rules	Expectation Settings	<ul style="list-style-type: none"> <li>• State the expectations from the training programme</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's Guide</li> <li>• Resources for the activity</li> </ul>	15 minutes
3.	Introduction	Introduction to the Training Programme	<ul style="list-style-type: none"> <li>• Explain the purpose of the training programme</li> <li>• State the benefits of the training programme</li> <li>• Discuss the Qualification Pack and National Occupation Standards</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Trainer led discussion</li> <li>• Guest lecture</li> <li>• Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>• Participant Handbook</li> <li>• Trainer's Guide</li> </ul>	1 hour

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
4.		Introduction to the Hydrocarbon Sector	<ul style="list-style-type: none"> <li>Describe the Hydrocarbon Sector</li> <li>Explain what Hydrocarbons are and describe the different types of Hydrocarbons</li> <li>Describe the refining process for Crude Oil</li> <li>State the different types of fuels</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Guest lecture</li> <li>Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	2 hour
5.	Conduct Retail Outlet (Fuel Station) Activities	Introduction to the Downstream Segment	<ul style="list-style-type: none"> <li>List the three major segments in the Hydrocarbon Sector</li> <li>State the functions of the Downstream Segment</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Field Visit (to a Retail Outlets)</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	3 hours
6.		Role of a Retail Outlet Attendant	<ul style="list-style-type: none"> <li>Explain the roles and responsibilities of a Retail Outlet Attendant</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	2 hours
7.		About Retail Outlets	<ul style="list-style-type: none"> <li>Describe the Retail Outlet and the types of Retail Outlets</li> <li>Perform Pre-Fuelling, Fuelling and Post-Fuelling activities at a Retail Outlet</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity</li> <li>Field Visit (to a Retail Outlets)</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>ASTM conversion charts</li> <li>Charts with images of various types of Retail Outlet</li> </ul>	21 hours
8.		Pre-Fuelling Activities at Retail Outlets	<ul style="list-style-type: none"> <li>Explain the uses and types of Dispensing Unit</li> <li>Perform all Pre-Fuelling activities</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Demonstration</li> <li>Group activity</li> <li>Hands-on practice at the Retail Outlet</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>Materials required for hands-on practice</li> </ul>	12 hours

	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
9.		Fuelling Activities at Retail Outlets	<ul style="list-style-type: none"> <li>State the dos and don'ts during the fuelling process</li> <li>State all the safety measures to follow during the fuelling process</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Demonstration</li> <li>Group activity</li> <li>Hands-on practice at the Retail Outlet</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	21 hours
10.		Post-Fuelling Activities at Retail Outlets	<ul style="list-style-type: none"> <li>Describe the Post-Fuelling process</li> </ul>	HYC/N 3101	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Demonstration</li> <li>Group activity</li> <li>Hands on practice at the Retail Outlet</li> <li>Group Activity (Quiz)</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>POS machine, mobile application</li> </ul>	20 hours
11.	Maintain Safe and Secure Working Environment	Measures to Ensure Safe and Secure Working Environment	<ul style="list-style-type: none"> <li>Explain the safety hazards at a Retail Outlet</li> <li>Identify the safety measures for a customer at a Retail Outlet</li> <li>Practice measures for a safe and secure environment</li> </ul>	HYC/N 3102	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Demonstration</li> <li>Group activity</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>Material and equipment required for Hands-on practice</li> </ul>	11 hours
12.		Safety while Handling CNG (During an Emergency)	<ul style="list-style-type: none"> <li>Describe the post-delivery activities performed at the customer premises</li> <li>State the procedure for billing</li> </ul>	HYC/N 3102	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Demonstration</li> <li>Group activity</li> <li>Hands-on practice</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>Material and equipment required for Hands-on practice</li> </ul>	18 hours
13.		Fire Safety	<ul style="list-style-type: none"> <li>Explain the importance of the fire triangle</li> <li>List the different types of fire</li> <li>Describe the procedure to use a fire extinguisher</li> </ul>	HYC/N 3102	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> <li>Guest lecture</li> <li>Hands-on practice</li> <li>Guest lecture</li> <li>Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> <li>Material and equipment required for Hands-on practice</li> </ul>	10 hours

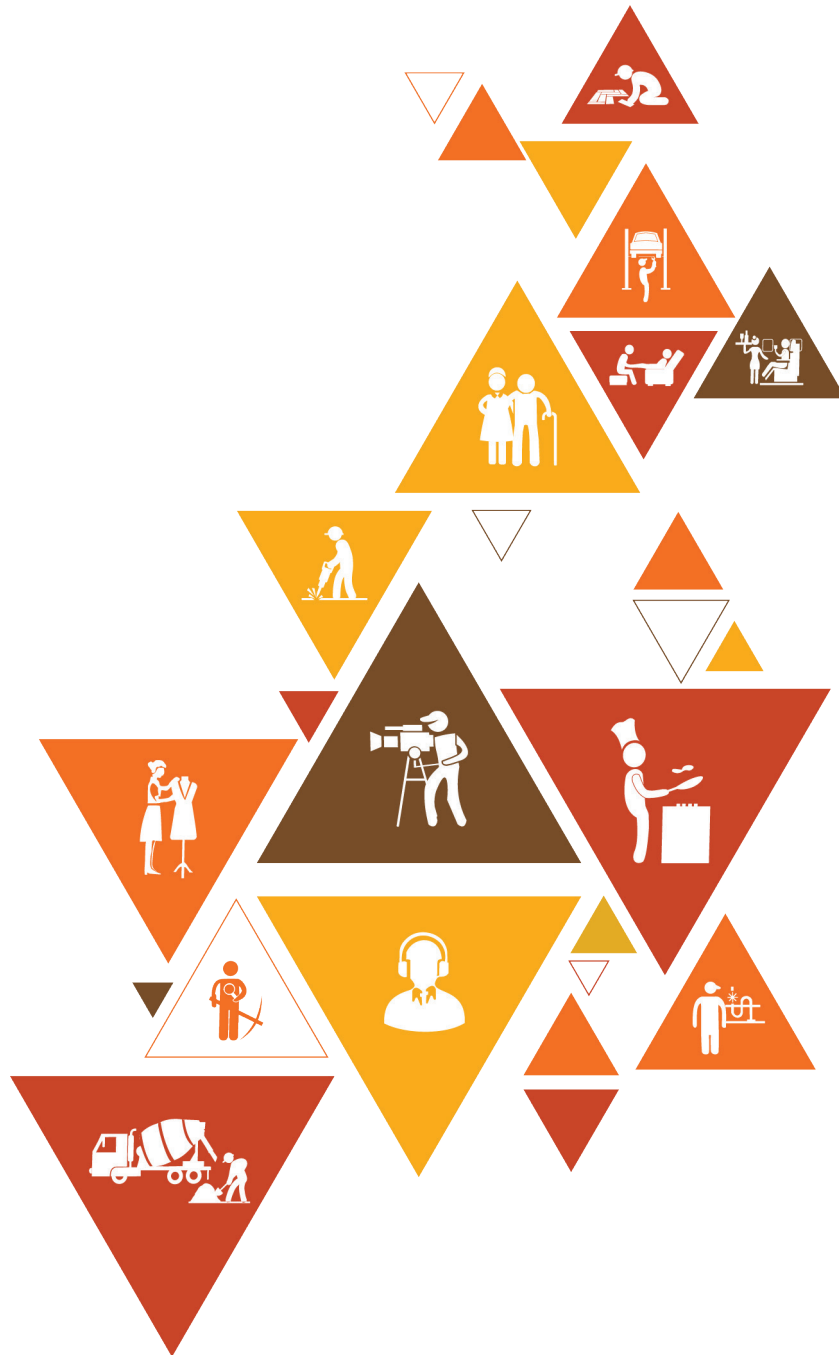
Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
14.	Maintain Health and Hygiene	Cleanliness at the Workplace	<ul style="list-style-type: none"> <li>Describe ways to Maintain Cleanliness around Workplace</li> <li>Describe the ways to Maintain a Good Health and Physical Fitness</li> </ul>	HYC/N 3103	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	11 hours
15.		Personal Hygiene Practices	<ul style="list-style-type: none"> <li>Explain the habits to Maintain Personal Hygiene</li> <li>Describe how to Maintain Dental Hygiene</li> <li>Explain the term 'Grooming' and how to be well groomed</li> </ul>	HYC/N 3103	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> <li>Hands-on practice</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	18 hours
16.		Precautionary Health Measures	<ul style="list-style-type: none"> <li>State the Precautionary</li> <li>Health Measures</li> </ul>	HYC/N 3103	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> <li>Guest lecture</li> <li>Q&amp;A</li> <li>Hands-on practice</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	10 hours
17.	Maintain Customer-Centric Service Orientation	Engaging with Customers for Assessing Service Quality Requirements	<ul style="list-style-type: none"> <li>Demonstrate the engagement with customers to understand their service quality requirements</li> </ul>	HYC/N 3104	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> <li>Hands-on practice</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	11 hours
18.		Customer Satisfaction	<ul style="list-style-type: none"> <li>Perform in accordance with customer requirements</li> </ul>	HYC/N 3104	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Group activity (Role Play)</li> <li>Hands-on practice</li> </ul>	<ul style="list-style-type: none"> <li>Participant Handbook</li> <li>Trainer's Guide</li> </ul>	28 hours
Total Course Duration: 200Hours, 0 minutes							

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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.







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**Registered Office:** 301, 3rd Floor, World trade Centre, Babar Road, New Delhi-110001

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