



Skill India
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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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National
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Transforming the skill landscape

MEPSC
Management & Entrepreneurship
and Professional Skills Council

Facilitator Guide



Sector
Management, Entrepreneurship
& Professional Skills

Sub-Sector
Training and Assessment

Occupation
Training Delivery

Reference ID: MEP/Q2602, Version 1.0
NSQF level: 6

Master Trainer





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

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

About this Guide

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

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

1. Introduction
2. MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness
3. MEP/N2606 Plan and facilitate trainer development
4. MEP/N2607 Conduct trainings that require advanced facilitation skills
5. MEP/N2608 Customize training program as per special requirements of learners and local environment
6. MEP/N2609 Identify new programs for training
7. MEP/N9912 Apply principles of professional practice at the workplace
8. MEP/N9911 Apply health and safety practices applicable in a training and assessment environment
9. Employability & Entrepreneurship Skills

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

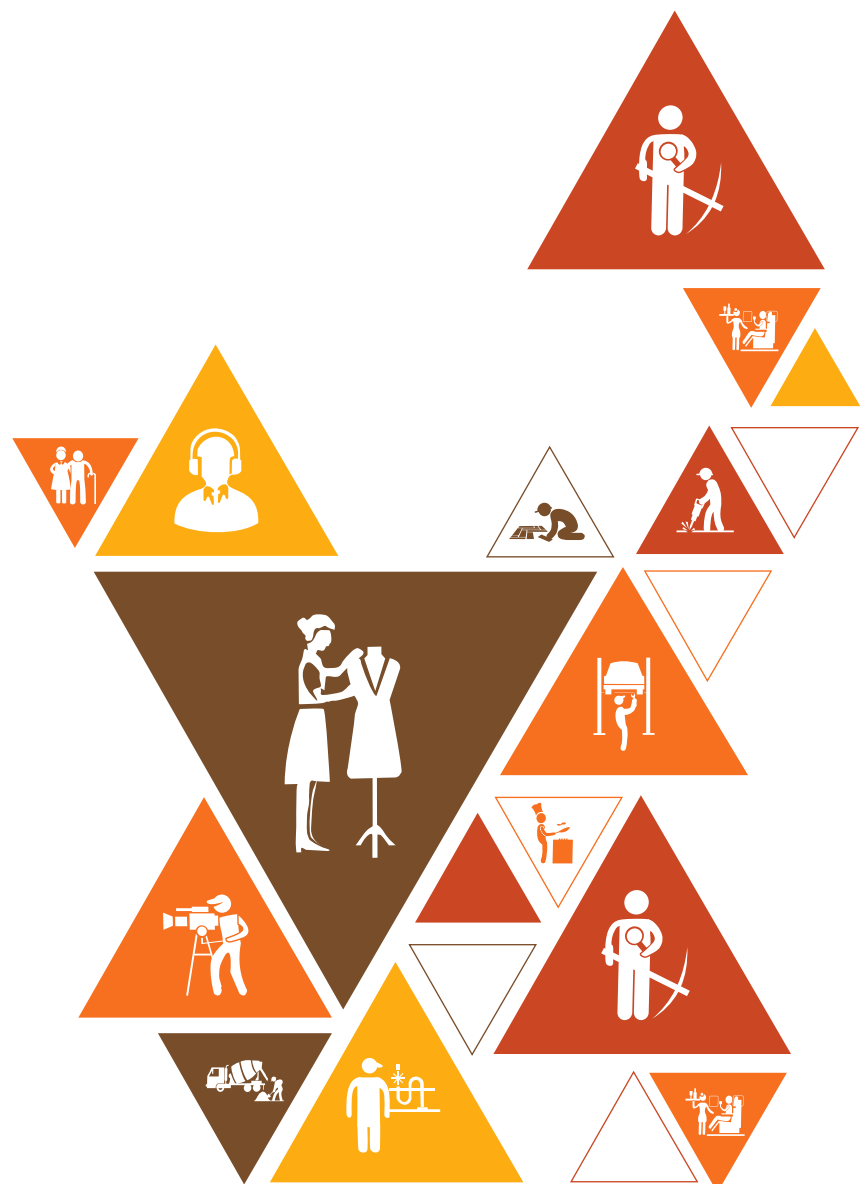
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Transforming the skill landscape



Unit 1.1 - Trainer Development and Different Domains in Training

Unit 1.2 - Key Job Responsibilities of a Master Trainer



Key Learning Outcomes

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

1. Identify the need for trainer development and advanced facilitation skills in India
2. Discuss different domains in training and Assessment
3. Identify the key job responsibilities of the Master Trainer
4. Recognise the basic skill set and personal attributes required in a Master Trainer
5. Interpret the growth potential of Master Trainers in India

Unit 1.1: Trainer Development and Different Domains in Training

Unit Objectives

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

- Identify the need for trainer development
- Demonstrate the need for advanced facilitation skills in India
- Recognise different domains in training and assessment

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding of need for trainer development, advanced facilitation skills in india and different domains in training and assessment.

Ask

Ask the participants the following question:

- Why do trainers need to assess and develop themselves?
- According to you, what are the possible sectors that a trainer may need development?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- The need of trainer development and advanced facilitation skills in India
- Reasons for trainers and facilitators to constantly and continuously aim at developing their training skills
- Different domains in Training and Assessment - Bloom's Taxonomy

Activity

- Tell the trainees that there will be an oral quiz on the topic.
- Ask them to revise the relevant sections in the unit.
- Quiz the trainees verbally on the material covered in this unit.

Activity	Duration (in mins)	Resources Used
Oral Quiz	30 minutes	Whiteboard /Marker

Say

Did you like the quiz? Can you see how much you already know about Training and Assessment? Let us now participate in another activity.

Activity

- Announce that there will be a discussion session
- Ask the students to sit in a circle.
- Ask the trainees to jot down what they have understood from the unit
- Allot 15-20 minutes duration for the discussion and 10 minutes for an interactive Question and Answer session
- Recapitulate the points from this session in later classes

Activity	Duration (in mins)	Resources Used
Discussion Session	30 minutes	Table, chair, pen, notebook

Say

Did you enjoy the activity? I hope you have understood the need of trainer development and different domains for training.

Notes for Facilitation

- Ask if the trainees can identify the need for trainer development
- Ensure that they can demonstrate the need for advanced facilitation skills in India
- Ensure that they can recognise different domains in training and assessment

Unit 1.2: Key Job Responsibilities of a Master Trainer

Unit Objectives

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

- Identify the key job responsibilities of a Master Trainer
- Illustrate the basic skill set of a Master Trainer
- Recognise the growth potential of Master Trainers in India

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, Laptop, Projector

Note

This session will give us a brief understanding of the key job responsibilities, basic skill set and personal attributes of the Master Trainer, growth potential of Master Trainers in India

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a round of interaction.

Do

- Watch carefully and enquire if the trainees require any support from you
- If required, use words of encouragement

Ask

Ask the participants the following question:

- Can you name some important qualities that Master Trainers should possess?
- Can you list some of the major job responsibilities of a Master Trainer?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Key job responsibilities of the Master Trainer
- Classroom responsibilities
- Leadership and mentoring responsibilities
- Basic skill set and personal attributes required in a Master Trainer
- Growth potential of Master Trainers in India

Activity



- Announce that there will be a Group Discussion session
- Write down the topic “Growth potential of master trainers in India” on the whiteboard in black marker
- Instruct all the participants/trainees to sit in a circle, each one of them carrying a notebook and pen in their hand, and ask them to think about the topic for 5 minutes and jot down the points in the notebook
- Instruct the trainees (after 5 minutes) to volunteer and start reading the points out loud and explain them in a language known by a majority of the trainees
- Share some of your own personal insights and experiences and ask the trainees to note down the significant points
- Show them videos on how Master Trainers work in India
- Ensure that each trainee gets a chance to speak and express his views

Activity	Duration (in mins)	Resources Used
Group Discussion and Video session	30 minutes	Whiteboard /Marker, Projector, Laptop

Say



Did you like the activity? Let us now discuss what we have learned so far.

Activity

- Announce that there will be a discussion session
- Ask the students to sit in a circle.
- Ask the Trainees to jot down what they have understood from the session
- Allot 15-20 minutes duration for the discussion and 10-15 minutes for an interactive Question and Answer session
- Recapitulate the points from this session in later classes

Activity	Duration (in mins)	Resources Used
Question-Answer Session	30 minutes	Table, chair, pen, notebook

Notes for Facilitation

- Ensure that the trainees can identify the key job responsibilities of a Master Trainer
- Ask them to illustrate the basic skill set of a Master Trainer
- Ensure that the trainees recognise the growth potential of Master Trainers in India

Answers to exercises in PHB

1. F
2. T
3. F
4. T
5. T

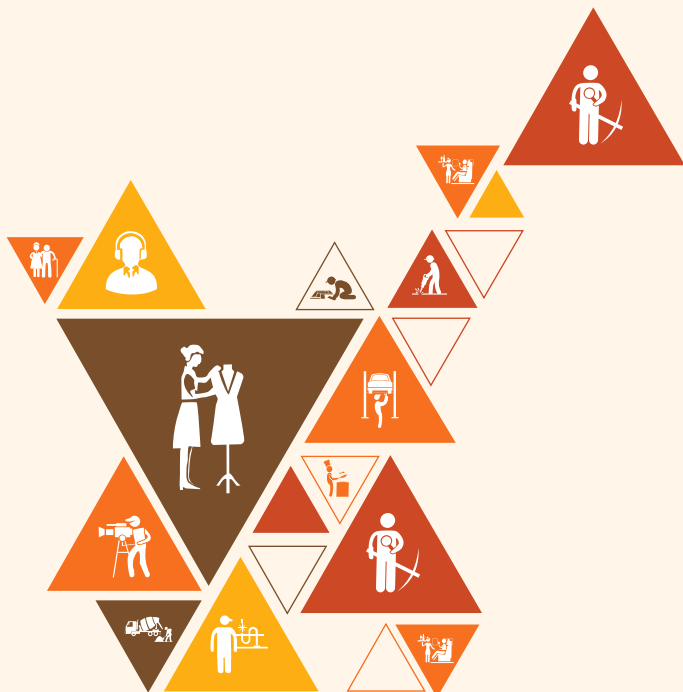


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2. Evaluating Trainers and Training Programs and Recommendations

Unit 2.1 - Identification of Training Needs and Trainer Competencie

Unit 2.2 - Possible Information Sources, Parameters and Policies and Procedures



MEP/N2605

Key Learning Outcomes

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

1. Learn how to conduct training needs identification and its tools
2. Identify and learn about Trainer competencies, occupational standards and performance criteria
3. Illustrate the possible sources of information for identifying trainer training requirements
4. Identify the parameters that are important to ensure training effectiveness of a training program
5. Apply the policies and procedures relevant to the learning environment

Unit 2.1: Identification of Training Needs and Trainer Competence

Unit Objectives

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

- Learn how to conduct training needs identification and its tools
- Identify and learn about Trainer competencies, occupational standards and performance criteria

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, laptop, internet connection, projector

Note

This session will give us a brief understanding on how to conduct training needs identification, trainer competencies, occupational standards, performance criteria, training effectiveness of training program and policies and procedures relevant to the learning environment.

Do

- Ensure that all trainees participate in the class.
- Encourage the trainees to ask questions during the activity
- Ask them to answer the questions given in the Participant Handbook
- Ensure that the trainees can answer most questions
- If required, use words of encouragement

Ask

Ask the participants the following question:

- Why is Need Identification essential before training both students and trainers?
- Do you think you need training before you start a job?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Training Needs Identification Process
- Steps in training needs identification process
- Essential components of training needs identification
- Tools for training needs identification
- Trainer competencies
- Occupational Standards and Performance Criteria

Activity

- Inform the trainees that there will be an activity in the form of “Make a List” session
- Divide the class into 5-6 teams, each comprising 2-3 members, depending on the capacity of the class
- Instruct each of the teams to prepare a list of ‘Training Needs Identification Tools’ used while conducting training sessions in centres/institutes
- Appreciate the trainee/s who creates the most extensive and detailed list
- Show videos on training and development in the class
- Ask students to identify tools in these videos
- Explain application of these tools in class

Activity	Duration (in mins)	Resources Used
Make a List session	20-30 minutes	Table, chair, pen, notebook

Say

So I am sure you have now gained a better understanding of trainer evaluation and training programs and methods to improve training effectiveness.

Notes for Facilitation

- Ask the trainees to learn how to conduct training needs identification and its tools
- Ensure that the trainees can identify and learn about trainer competencies, occupational standards and performance criteria

Unit 2.2: Possible Information Sources, Parameters and Policies and Procedures

Unit Objectives

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

- Illustrate the possible sources of information for identifying trainer training requirements
- Identify the parameters that are important to ensure training effectiveness of a training program
- Apply the policies and procedures relevant to the learning environment

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, laptops, projector, projector screen internet connection, feedback forms

Note

This session will give us a brief understanding on the parameters for training effectiveness of training program and policies and procedures relevant to the learning environment.

Do

- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Ask

Ask the participants the following question:

- Do you know what a summative assessment is?
- According to you, what do you need to include in a lesson plan?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Parameters training effectiveness of training program
 - Related to the Training Centre
 - Related to Compliance and Audit Trail
- Policies and Procedures relevant to the Learning Environment
 - Associated Policies
 - Behavioural Policies
 - Awareness Policies

Activity



- Announce that there will be a Practice Session
- Hand out student feedback forms to each and every trainee
- Inform the trainees that you will be helping them to fill the feedback form
- Tell them that this activity will help them to understand the procedure for filling feedback forms
- Distribute feedback forms in class
- Ensure that this activity is a highly interactive one and that all trainees participate
- Ask the students to interact with each other while filling up the forms
- Ensure that there is not much noise in the class

Activity	Duration (in mins)	Resources Used
Practice Session	30 minutes	Table, chair, pen, notebook, feed-back forms (to be distributed)

Say



Did you like the activity? Let us now participate in another activity to understand the concept better.

Activity



- Conduct a 'Group discussion' activity
- Ask the participants to get into groups of four and discuss the following topic:
 - Need for compliance to Government norms and Quality standards to ensure training effectiveness of training program
 - Need for alignment to industry/employability requirements to ensure training effectiveness of training program
- Tell each group to give a presentation after their discussion
- Ask each group to choose any of the given topics for preparing the PPT
- Ask each group to present it in front of the class after completion

- The best presentation will be appreciated

Activity	Duration (in mins)	Resources Used
Discussion Session	2 hours	Table, chair, pen, notebook

Notes for Facilitation

- Ask the trainees to illustrate the possible sources of information for identifying trainer training requirements
- Ensure that they can identify the parameters that are important to ensure training effectiveness of a training program
- Ask them to apply the policies and procedures relevant to the learning environment

Answers to exercises in PHB

A.

1. Summative Assessment
2. Variance Analysis
3. Intellectual

B.

- a) Skill Audit
- b) Employment
- c) Summative
- d) National Skill Development Corporation



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MEP/N2606

Key Learning Outcomes

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

1. Identify the various methods of trainer development
2. Differentiate the resources and constraints for selection of training method
3. Illustrate in-depth knowledge about the TVET trainer competencies and occupational standards

Unit 3.1: Various Methods of Trainer Development, Resources and Constraints

Unit Objectives

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

- Identify the various methods of trainer development
- Differentiate the resources and constraints for selection of training method

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, microphone, PPT, projector, projector screen, laptop

Note

This session will give us a brief understanding on various methods of trainer development, resources and constraints for selection of training method and TVET trainer competencies.

Do

- Ensure that the trainees know the different plastic processing machines
- Ensure that the trainees know the uses of plastic processing machines

Ask

Ask the participants the following question:

- What is full form of SME?
- Do you know what OJT means?
- Have you ever been taught with help of a Self-learning module? if yes, Please share your experience with class

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Various Methods of Trainer Development
 - Training from Industry SMEs
 - Self-learning Modules
 - Training of Trainer (ToT) program
 - On-the-Job (OJT) Observation and Feedback
 - For example, show them a video of students in OJT period and explain how they can improve their performances with the help of feedback.
- Resources and Constraints for Selection of Training Method
 - Budget
 - Trainer schedule time availability
 - Availability of SMEs
 - Availability of Trainer Self-development E-Learning Modules

Activity



- Inform the class that they will be interacting with a Guest Lecturer
- Arrange for a Guest Lecture session, in coordination with the Training Institute, where an industry veteran (Master Trainer) is present
- Invite the Guest Lecturer to provide a fruitful lecture on “TVET Trainer Competencies and Occupational Standards”.
- Inform the trainees to jot down the important points in their respective notebooks, during the lecture.
- Set a duration of 35 minutes for the lecture and 10 minutes for an interactive Question and Answer session,
- Ask the trainees to clarify their doubts during the QnA.

Activity	Duration (in mins)	Resources Used
Guest Lecture session	45 minutes	Table, chair, paper, pen

Tips



- You need to consider the common learning styles before selecting delivery techniques and aids
- You need to get feedback to evaluate your training

Notes for Facilitation



- Ensure the trainees can identify the various methods of trainer development
- Ensure that the trainees can differentiate the resources and constraints for selection of training method

Unit 3.2: TVET Trainer Competencies and Occupational Standards

Unit Objectives

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

- Illustrate trainer competency under TVET Occupational Standards

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding on the TVET Trainer competencies and occupational standards.

Do

- Ensure that each and every trainee participates in the activity session
- Encourage the trainees to ask questions

Ask

Ask the participants the following question:

- Can you guess what occupational standard could mean?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- TVET Trainer Competencies and Occupational Standards
 - Trainer Competencies
 - Occupational Standards
 - Occupational Standards Scale
 - For example, show National Occupational Standards of a specific job role in class and explain how these can shape a job role

Say



Did you enjoy this activity? Let us now take part in another activity for this unit.

Activity



- Announce to the trainees that they will have to make PowerPoint Presentations
- Divide the class into 3-4 teams, comprising 2-4 members each, depending on the capacity of the class.
- Instruct each team to prepare and present a PowerPoint Presentation, on any one of the following topics:
 - TVET Occupational Standards
 - Constraints in selecting the appropriate Training method
 - Importance of Budget in Training Program
 - Benefits of SLM and e-Learning for busy Trainers
 - Various methods of Trainer Development
 - Ask the trainees to do online research on the topic.
- Give students 1 hr. to research and prepare the PPT
- Ask each group to present their work in front of the entire class
- Allow each group 5 minutes for giving their presentation
- Encourage discussion after each presentation
- Appreciate the best PPT in the class.

Activity	Duration (in mins)	Resources Used
PowerPoint Presentation	2 hours	Table, chair, computer, internet

Notes for Facilitation



- Ask the trainees to illustrate trainer competency under TVET occupational standards

Answers to exercises in PHB

A.

1. b) Review
2. b) SLM
3. a) On-the-job
4. c) Variance Analysis

B.

1. Answer: A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:

- Cognitive: mental skills (Knowledge)
- Affective growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills

2. Answer: Trainer Competency, in simple terms, is defined as an individual Trainer's calibre to implement and showcase a desirable level of domain-based acumen, skills, knowledge and personal attributes, in order to execute his / her job responsibilities effectively and which can be measured against stipulated standards.

3. Answer: In a nutshell, Formative Assessments are quizzes and tests that evaluate how someone is learning material throughout a course. Summative Assessments are quizzes and tests that evaluate how much someone has learned throughout a course.

4. Answer:

- This method of trainer development requires the trainer to observe an expert /SME perform the teaching tasks and take notes on his / her observations and interpretations.
- These observations may be Continuous or based on Intermittent Sampling.
- This method is most effective for Trainers teaching repetitive modules





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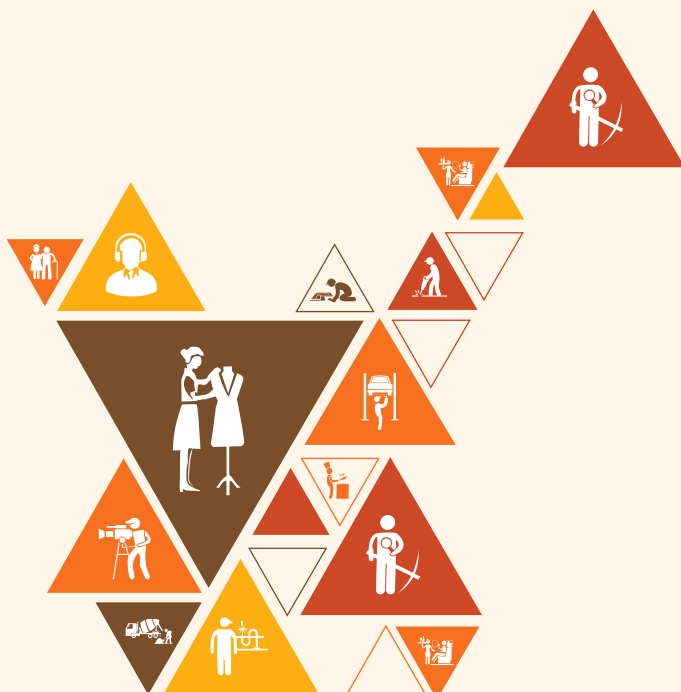


4. Conducting Trainings with Advanced Facilitation

Unit 4.1 - Learning Theories

Unit 4.2 - Different Delivery Modes, Facilitation Techniques and Potential barriers

Unit 4.3 - Group Dynamics and Outcomes-based Approach to Learning



MEP/N2607

Key Learning Outcomes

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

1. Differentiate the main branches of learning theory
2. Interpret the different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
3. Interpret the psychology of group dynamics

Unit 4.1: Learning Theories

Unit Objectives

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

- Differentiate the main branches of learning theory

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding on the branches of learning theories.

Do

- Make sure that all the trainees are active participants
- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement

Ask

Ask the participants the following question:

- What do you understand Learning Theory?
- Name some of the characteristics of vocational training.

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Main Branches of Learning Theory
 - Behavioural Learning Theory
 - Cognitive Learning Theory
 - Experiential Learning Theory
 - Information Processing Learning Theory
 - Andragogy
 - Vocational Education & Training
 - Pedagogy

Say



Do you think theory learning is more superior to experiential learning for practical skills? Let's do an activity to check.

Activity



- Divide class into 2 groups
- Ask each group to choose a leader
- Tell both groups that the 'leader' will be given the task of forming a shape (physically), out of his/her group.
- Take each leader to the side (one at a time) and secretly mention to them one particular shape
- Tell the leader that they cannot communicate with their group by speaking or drawing
- Inform each leader that they can only touch or gesture (appropriately) to get the task done.
- Give the groups 10 minutes to achieve the task.
- Appreciate the group that performs the best.
- After completing the activity, explain how this activity can improve their behaviour with the help of Behavioural Learning Theory

Activity	Duration (in mins)	Resources Used
Practice Session	15 minutes	Table, chair, paper, pen

Say



Did you like this activity? Let us now participate in another activity.

Activity

- Inform the class that there will be an “Industrial Visit”
- Arranges to take the trainees to a nearby SSC / DDU-GKY / PMKVY / TVET centre, to observe the various aspects of the Training Sessions
- Ask the trainees to make the following general observations on the training:
 - Gadgets and devices used by the Trainers and the Trainees
 - Method of Teaching (Brainstorming, Theoretical, Practical-oriented, Focus Group, etc.)
 - Additional/Bridge modules taught (Awareness modules on Health and Safety, Communication Skills, Computing, etc.)
- Ensure that the visit is done with prior appointment with the Centre Manager / Program Coordinator
- Instruct the trainees to carry their Center ID cards during the visit
- Instruct the trainees to wear formals and maintain discipline and decorum during the visit

Activity	Duration (in mins)	Resources Used
Industrial Visit	4-5 hours	Notebook, pen

Notes for Facilitation

- Ask the trainees to differentiate between the main branches of learning theory

Unit 4.2: Different Delivery Modes, Facilitation Techniques and Potential barriers

Unit Objectives

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

- Restate the different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
- Distinguish the methodologies for facilitating learning
- Apply in-depth knowledge about a range of facilitation approaches and activities
- Apply a range of delivery methods
- Evaluate a range of inclusive practices
- Learn a range of potential barriers to learning
- Identify strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies
- Differentiate the methods for evaluating learning and facilitation

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding about facilitation techniques and activities, delivery methods, inclusive practices and potential barriers to learning.

Do

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class

Ask

Ask the participants the following question:

- Are you familiar with problem based learning? What do you think of its meaning?
- What do you mean by professional code of conduct?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Range of Facilitation Approaches and Activities
- Range of Delivery Methods
 - Interactive / Participative / Collaborative
 - Demonstration
 - Instruction
 - Questioning
 - Group Discussions
 - Presentations
 - Guided Facilitation
 - Learning: Activity based
 - Guided work-based Activities
 - Role-play / Mocks / Simulations
 - Project-based
 - Tutoring
 - Coaching / Mentoring
 - Blended delivery methods
- Range of Inclusive Practices
 - Demonstrating probity in all areas of responsibility
 - Modelling organisational / professional codes of conduct
 - Reinforcing ethical conduct in interactions with and between other people
 - Showing respect and sensitivity for individual diversity
 - Recognising and utilizing difference to develop both the individual
 - Fostering a culture of inclusiveness
- Range of Potential Barriers to Learning
 - Physical or Intellectual Disabilities
 - Linguistic or Cultural Differences
 - Language or Communication Issues
 - Age
 - Employment Status
 - Prior experience in an adult learning environment
 - Poor educational experiences
 - Health Issues
 - Issues arising from gender
 - Psychiatric disabilities or mental health issues
 - Learning problems
 - Literacy and Numeracy needs
 - Location
 - Access to Resources

Activity

- Demonstrate the activity to the students before asking them to perform
- Announce to that class that there will be a Practice Session on 'How to conduct a role play session'.
- Ask for two volunteers.
- Inform each of them that they will play the 'Master Trainer' (one at a time) and the rest of the class will act as the 'Trainees'.
- Give relevant instructions to the volunteers to conduct the sessions
- Ask the volunteers to conduct training sessions accordingly
- The students acting as Master Trainer will be responsible to explain the steps for conducting a Role Play
- Ask the Master Trainer to give a topic to trainees for role play. For example, topics can be 'Dealing with Language Barrier during Training' or 'Fostering Cultural Inclusiveness during Training'
- Watch students to conduct role play sessions
- Appreciate the students for performing afterwards

Activity	Duration (in mins)	Resources Used
Practice Session	45 minutes	Table, chair, notebook, pen

Say

Did you enjoy this activity? Let us now participate in another activity to understand the concept better.

Activity

- Announce that there will be a Group Discussion session
- Write down the topic "Range of Potential Barriers to Learning" on the whiteboard in black marker
- Instruct all the participants/trainees to sit in a circle, each one of them carrying a notebook and pen in their hand, and ask them to think about the topic for 5 minutes and jot down the points in the notebook
- Instruct the trainees (after 5 minutes) to volunteer and start reading the points out loud and explain them in a language known by a majority of the trainees
- Share some of your own personal insights and experiences and ask the trainees to note down the significant points
- Ensure that each trainee gets a chance to speak and express his views

Activity	Duration (in mins)	Resources Used
Group Discussion	30 minutes	Whiteboard /Marker

Notes for Facilitation



- Ask the trainees to restate the different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
- Ask the trainees to distinguish between the methodologies for facilitating learning
- Ask them to apply in-depth knowledge about a range of facilitation approaches and activities
- Ensure that they apply a range of delivery methods
- Ask them to evaluate a range of inclusive practices
- Ensure that they learn a range of potential barriers to learning
- Ask them to identify strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies
- Ask them to differentiate the methods for evaluating learning and facilitation

Unit 4.3: Group Dynamics and Outcomes-based Approach to Learning

Unit Objectives

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

- Interpret the psychology of group dynamics
- Interpret the outcomes-based approach to learning

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding on group dynamics and outcome based learning.

Do

- Encourage everyone to participate actively in class.
- Encourage the trainees to help each other.
- Appreciate each trainee for their participation.

Ask

Ask the participants the following question:

- Do you think leaders make a strong impact on the team members?
- Can you name some of the reasons of conflicts within the group?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

- Psychology of Group Dynamics
 - Key elements in creating Group Dynamics
- Outcomes-based Approach to Learning

Activity

- Inform the class that there will be a 'Group Discussion'
- Ensure that the trainees understand:
 - Group dynamics and its elements
 - Outcomes-based Approach to Learning
- Ask the trainees to jot down important points which are discussed in the session
- Explain how this activity enlightens the purpose of 'group discussion' as well

Activity	Duration (in mins)	Resources Used
Group Discussion	30 minutes	Table, pen, paper, notebook

Say

Did you do well on the test? I believe all of you are familiar with the various methods for evaluating learning and facilitation by now.

Notes for Facilitation

- Ask the trainees to discuss the psychology of group dynamics
- Ask them to interpret the outcomes-based approach to learning

Answers to exercises in PHB

A.

1. F
2. T
3. T
4. F

B.

1. Answer: The Behavioural Learning Theory is based on the objectively and tangibly observable behaviour and eliminates any independent activity of the mind. According to this learning theory, learning is accomplished merely by acquiring new behavioural traits under certain environmental conditions. This method of learning by acquiring new behavioural traits, under specific environmental conditions

(naturally occurring or imposed), is called “Conditioning”.

2. In this method, the human brain is considered a Supercomputer with amazing processing potential. According to this method, the brain accepts information picked up by the human senses (Input), stored and processed by the Brain (Processing Unit) and eventually transformed into a behavioural response (Output). This method identifies 3 sections in the brain, namely:

- o Sensory or Ultra short-term memory (few seconds)
- o Short term memory (15-20 seconds)
- o Long term memory (Language skills, Generic skills, Imagery and events)

3. Answer: unconsciously act out or perform a particular role in accordance with the perceived expectations of society.

4. Answer:

- Create and Analyse Business Case
- Identify and Meet Stakeholders for Approval
- Define Project Scope
- Set Goals and Objectives
- Determine Deliverables
- Create Project Schedule and Milestones
- Assignment of Tasks
- Carry Out Risk Assessment

5. Answer: By gaining a basic understanding of common barriers to learning, a trainer will be easily able to identify the warning signs and adapt their practice accordingly.

- Physical/Mental Condition
- Environment
- Lack of Confidence
- Previous Bad Experience
- Fear of Failure
- Old Dog New Tricks
- Lack of Motivation
- Fear of Change

6. Answer: According to this theory, beliefs and norms in a group are based on and influenced by how individuals in the group treat likeable and unlikeable group members. Likeable members are popularized and upgraded, while the unlikeable members are ostracized and considered the “Black Sheep” in the group.

7. Answer: In sociology and social psychology, an in-group is a social group to which a person psychologically identifies as being a member. By contrast, an out-group is a social group with which an individual does not identify.





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Unit 5.1 - Training Programs and its Key Principles



Key Learning Outcomes

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

1. Comply with the Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009
2. Assess about the current national quality assurance arrangements for training organisations and assessing bodies
3. Identify the various stakeholders of the skills ecosystem in our country
4. Identify the various Vocational education schemes and their training delivery related guidelines
5. Evaluate the importance of outcomes based training

Unit 5.1: Training Programs and its Key Principles

Unit Objectives

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

- Comply with the Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009
- Assess about the current national quality assurance arrangements for training organisations and assessing bodies
- Identify the various stakeholders of the skills ecosystem in our country
- Identify the various Vocational education schemes and their training delivery related guidelines
- Evaluate the importance of outcomes based training

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, laptops, projector, projector screen

Note

This session will give us a brief understanding about key principles of the NSQF and National Skills Development Policy 2009, National Quality Assurance, stakeholders of the skills ecosystem in our country

Do

- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Ask

Ask the participants the following question:

- Can you name at least one feature of the National Skills Quality Framework?
- Do you think India needs skill development?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009
 - National Skills Qualification Framework (NSQF) - Key Principles
 - National Skills Development Policy 2009 - Key Principles
- Current National Quality Assurance arrangements for training organizations and assessing bodies
- The various Stakeholders of the Skills Ecosystem in our country
 - MSDE
 - NSDA
 - NSDC
 - SSC
 - Training Providers
 - Assessment Bodies
 - DGET
 - ITIs
- State Skill Development Missions
- Various Vocational Education schemes and their training delivery related guidelines
 - Vocational Education Schemes in India
 - Training Delivery related Guidelines
- Importance of Outcomes-based training

Say



Let us now participate in an activity to understand the concept better.

Activity



- Announce to the trainees that they will have to make a PowerPoint Presentation on the given topic:
 - National Skills Qualification Framework (NSQF) - Key Principles
 - National Skills Development Policy 2009 - Key Principles
- Divide the Trainees into groups of 3 members each.
- Ask the trainees to do online research on the topic.
- Ask the students to prepare a PPT on the chosen topic
- Demonstrate how to prepare a PPT and perform online research
- Give them an hour to prepare the PPT
- Ask each group to present their ideas in front of the class after they are done preparing the PPT
- Give 5 minutes to each group for presenting their PPT
- Appreciate the best PPT in the class.

Activity	Duration (in mins)	Resources Used
PowerPoint Presentation	2 hours	Table, chair, computer, internet, PPT, projector, projector screen, white board

Tips



- India needs a comprehensive ecosystem to impart quality skills to its youth so as to meet global standards
- The rapid evolution of technology and innovation are changing the fundamentals of skills needed to thrive in today's digital era.

Say



Did you enjoy the activity? What do you think of another one?

Activity



- Ask the participants to refer to participant handbook
- Ask them to study in detail about various stakeholders of the Skills Ecosystem in our country.
- Take a test after wards.
- Give 4-5 questions to each student and ask them to answer them quickly.
- Discuss the answers in class

Activity	Duration (in mins)	Resources Used
Self-Study	30 minutes	Participant handbook, pen, small note pad

Notes for Facilitation



- Ask the trainees to describe the key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009
- Ask them to assess about the current national quality assurance arrangements for training organisations and assessing bodies
- Ensure that they identify the various stakeholders of the skills ecosystem in our country
- Ask them to list various vocational education schemes and their training delivery related guidelines
- Ask them to evaluate the importance of outcomes based training

Answers to exercises in PHB

A.

1. F
2. T
3. F
4. F

B.

1. Answer: The principles of NSQF are based on a localized approach. These are:

- Selection of most popular sectors and relevant skills
- Subsidized and well-planned fee structure to overcome financial barriers
- Vast network of centres across the nation
- Focus on Outcomes-based learning
- Emphasis on Skills for Women (General Duty Assistant, Beauty and Spa Therapist, Teaching, etc.)
- Placement Assistance besides need-based training

2. Answer:

3. Answer: The challenge is further aggravated by the fact that the skill ecosystem cuts across multiple sectors and requires the involvement of various stakeholders, such as State and Central Government departments, training providers, employers, industry and knowledge partners, assessment and certification bodies

4. Answer: a) Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

B) Apprenticeship Training Scheme (ATS)

c) Craftsmen Training Scheme

d) Craftsmen Instructor Training Scheme

e) Skill Development Initiative Scheme (SDIS)

5. Answer:

- Clarity
- Comparison
- Involvement
- Definition
- Assessment problems
- Generality
- Involvement

Key Learning Outcomes

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

1. Identify the principles and practices of learning needs analysis and instructional design
2. Identify principles of developing learning and development programmes
3. Analyse the impact of various environmental factors on learning

Unit 6.1: Learning Needs Analysis and Instructional Design

Unit Objectives

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

- Recognise the need of Learning Needs Analysis
- Identify various principles of Learning Needs Analysis
- Demonstrate the process of conducting Learning Needs Analysis
- Identify practices in Learning Needs Analysis

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, Government ID proof (PAN/AADHAR) and Centre ID card of each trainee and trainers

Note

This session will give us a brief understanding about learning needs analysis for individuals and instructional design.

Do

- Encourage everyone to help each other

Ask

Ask the participants the following question:

- What do you think of your individual learning needs?
- Can you name some of the elements of organisational analysis?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



- In this session, we will discuss the following points:
- Principles of Learning Needs Analysis (LNA)
- Steps in Training Need Analysis
- Practices of Learning Needs Analysis
 - Personal Development Portfolio (PDP)
 - McGhee and Thayer's Three-Level Analysis
- Principles underpinning the Development of Learning and Development Programmes
- Principles, Theories of Instructional Design
- Contemporary Practices of Instructional Design

Tips



- Keeping Instructional Design Principles in mind, course and lessons should have clear learning objectives.
- Make sure to use questions that actually challenge the learner.

Say



Today we will be going to a training center to see the best practices employed by experienced Master Trainers while performing their duties.

Activity



- Make a prior appointment with a training center for a field visit
- Make arrangements with an experienced Master Trainer at that training center and inform him/her about the topic you are trying to teach the trainees.
- Ensure that the visit is not be done during peak hours, so that the normal training operations do not get hampered.
- Inform the trainees to carry their Centre ID cards during the visit.
- Inform the trainees to wear formals and maintain discipline and decorum during the visit.

Activity	Duration (in mins)	Resources Used
Field Visit	1 hour 30 mins	Notebook, pen and book, Visitor's ID cards, Government ID proof (PAN/AADHAR), Centre ID card

Ask

- Ask the trainees to say what have observed and learnt during the field visit (once they are back in the classroom).
- Make relevant points on the white board.
- Identify their areas of confusion and clarify accordingly

Notes for Facilitation

- Ensure that the trainees recognise the need of Learning Needs Analysis
- Ask them to identify various principles of Learning Needs Analysis
- Ask them to demonstrate the process of conducting Learning Needs Analysis
- Ensure that they identify practices in Learning Needs Analysis

Unit 6.2: Learning and Development Programmes

Unit Objectives

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

- Identify principles of developing learning and development programmes
- Recognise principles, theories, and practices of Instructional Design
- Analyse the effect of copyright on the design and development of Learning Resources

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, set of pictures for story telling

Note

This session will give us a brief understanding on developing learning and development programs.

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a round of interaction.

Do

- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement

Ask

Ask the participants the following question:

- Should deaf learners and blind students be taught with the same facilitation techniques as other students?
- What is your understanding on copyright issues?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Developing Learning and Development Programmes
- Principles, Theories and Practices of Instructional Design
 - The Bloom's Taxonomy of Learning Objectives
 - The Situated Cognition Theory
 - The Sociocultural Learning Theory
 - The ADDIE Model Theory
 - Merrill's Principles of Instructions
 - Individualized Instruction
 - The SAM (Successive Approximation)Model
 - Practices of Instructional Design
- Effect of Copyright on Learning Resources

Activity

- Divide the class in 3-4 groups containing 3-4 trainees
- Provide a set of pictures that tells a story to each group
- Ask the trainees to construct the story with the help of these pictures
- Ensure that each of the group members has picture which he/she will connect to other pictures
- Ask the students to add characters and dialogues to their pictures for telling the story
- Explain how this story telling activity can help them to learn Sociocultural Learning Theory

Activity	Duration (in mins)	Resources Used
Shared Story Telling	1 hour	Set of pictures, paper, notebook, pen

Say

Do you like this activity? Let us now participate in another one.

Activity

- Give a situation to trainees where they have to make certain situations
- Tell them that you will provide the situation and trainees will have to come up with possible solutions spontaneously
- Tell them that they also need to provide specific resolutions at the end of the problem
- Demonstrate how they can make decisions within allotted timeframe. For example, an individual should decide within two minutes whether he/she will attend a party
- Describe how this activity helps the learner to think in their language and make automatic replies
- Define how this activity can help them to improve communication skills not only with others, but also with their own self
- Describe how this activity is related to instructional designs

Activity	Duration (in mins)	Resources Used
Think-Aloud	1 hour	paper, notebook, pen, whiteboard, marker

Notes for Facilitation

- Ask them to identify principles of developing learning and development programs
- Ensure that they recognise principles, theories, and practices of instructional design
- Ensure that they analyse the affect of copyright on the design and development of learning resources

Unit 6.3: Environmental Factors and Learning Preferences

Unit Objectives

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

- Identify various environmental factors
- Analyse the effect of various environmental factors on learning
- Practise the process of modifying training delivery as per learning preferences and style
- Demonstrate the process of Contextualisation of learning resources
- Identify the potential barriers to learning

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, projector, projector screen

Note

This session will give us a brief understanding about environmental factors of learning, learning preferences and learning styles.

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a round of interaction.

Do

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class

Ask

Ask the participants the following question:

- What do you mean by positive environment for learning?
- Why does a Master Trainer need to create a positive environment?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



In this session, we will discuss the following points:

- Impact of various Environmental Factors of the learning
 - Natural ambience
 - Socio-cultural ambience
 - Learning ambience
 - Family ambience
- Training Delivery as per Learning Preference and Styles
- Appropriate Delivery Modes and Facilitation Techniques for Different Learners
- Contextualisation of Learning Resources
- Potential Barriers to Learning

Say



Now we will take part in an activity to understand the concept better.

Activity



- Show the class videos on the following topic: Intellectual Property Protection (Copyright)
- <https://www.coursera.org/learn/uva-darden-business-growth-strategy/lecture/aH5I2/intellectual-property-protection>
- Explain the concepts with the help of the video
- Ask trainees to write at least 2 points about what they have understood from the video

Activity	Duration (in mins)	Resources Used
Video Session	As per your discretion	Table, chair, computer, internet, overhead projector, projector screen

Say



Did you enjoy the activity? How would you like to take part in another one?

Activity

- Announce that there will be a Group Discussion session
- Write down the topic “Importance of identifying learning preferences and learning styles and modify training delivery based on the same” on the whiteboard in black marker
- Instruct all the participants/trainees to sit in a circle, each one of them carrying a notebook and pen in their hand, and ask them to think about the topic for 5 minutes and jot down the points in the notebook
- Instruct the trainees (after 5 minutes) to volunteer and start reading the points out loud and explain them in a language known by a majority of the trainees
- Share some of your own personal insights and experiences and ask the trainees to note down the significant points
- Ensure that each trainee gets a chance to speak and express his views

Activity	Duration (in mins)	Resources Used
Group Discussion	30 minutes	Whiteboard /Marker, notepad, pen

Notes for Facilitation

- Ensure that the trainees identify various environmental factors
- Ask the trainees to analyse the effect of various environmental factors on learning
- Ask the trainees to practise the process of modifying training delivery as per learning preferences and style
- Ask them to demonstrate the process of contextualisation of learning resources
- Ask them to identify the potential barriers to learning

Answers to exercises in PHB

A.

1. Answer: a) McGhee and Thayer's Three-Level Analysis

b) Organizational Analysis

c) Operations & Tasks Analysis

d) Personal Analysis

2. Answer: The principles that have modernised the development of Learning and Development programmes in India are:

- Self-instructed and involved learning
- Learning by doing and participating
- Learning by relevance and practicality
- Learning by Knowledge Transfer and Experience Sharing
- Learning by practice
- Learning through Personal Development

3. Answer: The theories related to Instructional Design are:

a) The Bloom's Taxonomy of Learning Objectives

b) The Situated Cognition Theory

c) The Sociocultural Learning Theory

d) The ADDIE Model Theory

e) Merrill's Principles of Instructions

4. Answer: Merrill's Principles of Instructions comprises of:

a) Demonstration

b) Implementation of prior knowledge

c) Application

d) Integration into real life scenarios

e) Inclusion of task-centred, scaffolding approach of learning

5. Answer:

- Natural surroundings
- Social surroundings
- Media Influence of Learning
- Relationship with parents

6. Answer: Each barrier must be visualised not as an obstacle but an opportunity to reach out to a wider segment of target audience and thus, to expand business. For example, collaborative partnership can be established with third-party vendors in order to meet the extra resource requirements, like Hearing Aids for learners with Deafness / Impaired Hearing. Braille techniques can be adopted for blind learners and the centre can hire / outsource Scribes for helping learners with special needs in writing examinations. Specially trained facilitators can be recruited for imparting delivery with the aid of Sign languages. These can add to the business offerings of the training organization and define a new competitive edge.



Transforming the skill landscape



Unit 7.1 - Learner Group Profile and its Importance
Unit 7.2 - Training Facilities and Learning Materials
Unit 7.3 - Effective Communication Skills

Unit 7.3 - Effective Communication Skills



Key Learning Outcomes

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

1. Identify the importance of the Learner Group Profile
2. Design the Learner Group Profile
3. Identify training facilities and learning materials
4. Practise effective communication skills in the learning environment

Unit 7.1: Learner Group Profile and its Importance

Unit Objectives

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

- Design the Learner Group Profile
- Identify the characteristics of Learner Group Profile
- Recognise various learning preferences and styles
- Identify the needs of individual learners in the group
- Identify the tools for developing learner group profile
- Recognise learning program requirements and content purpose
- Evaluate risk in group-based learning
- Implement risk control measures in group-based learning

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding about the concept of Learner Group Profile, requirements of the learning program and/or delivery plan and how to set up training facilities, training equipment and tools.

Do

- Encourage everyone to participate actively in class
- Encourage the trainees to help each other
- Appreciate each trainee for their participation

Ask

Ask the participants the following question:

- Who here prefers a classroom with lots of teaching and learning aids over a bare, minimal classroom?
- Do you think as a Master Trainer you need your trainees' information before training?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- The Learner Group Profile, including characteristics and needs of individual learners in the group
 - Defining the Learner Group Profile
 - Characteristics of Individual Learners in the group
 - Needs of Individual Learners in the group
 - Learner Group Profile developing tools
 - Learning Program Requirements and Content Purpose
 - Assessment and Risk Control Measures in Group-Based Learning

Activity

- Announce to the trainees that there will be a Practice Session
- Tell the trainees that they will be exploring correct way to use training equipment and tools
- Ask for a volunteer to demonstrate in front of the class
- Tell the volunteer to prepare a short speech on 'Different learning styles of individual learners in the group'
- Inform the trainees that they would need to use the whiteboard and whiteboard markers while delivering the speech.
- Tell the trainee that he/she can consult the Participant Handbook for this task
- Identify significant points by taking cues from their discussion

Activity	Duration (in mins)	Resources Used
Practice Session	45 minutes	Participant handbook, pen, small note pad, whiteboard and whiteboard markers

Say

How do you like this activity? I hope you would not mind another one to understand the topic better.

Activity

- Announce to the trainees that they will have to make a PowerPoint Presentation on the given topic:
 - Characteristics of Individual Learners in the group
- Divide the Trainees into groups of 3 members each.
- Ask the trainees to do online research on the topic.
- Ask the students to prepare a PPT on the chosen topic
- Demonstrate how to prepare a PPT and perform online research
- Give them an hour to prepare the PPT
- Ask each group to present their ideas in front of the class after they are done preparing the PPT
- Give 5 minutes to each group for presenting their PPT
- Appreciate the best PPT in the class.

Activity	Duration (in mins)	Resources Used
PowerPoint Presentation	2 hours	Table, chair, computer, internet, laptops, projector, projector screen

Notes for Facilitation

- Ask the trainees to design the Learner Group Profile
- Ask the trainees to identify the characteristics of Learner Group Profile
- Ensure that they recognise various learning preferences and styles
- Ask them to identify the needs of individual learners in the group
- Ask them to identify the tools for developing learner group profile
- Ensure that they recognise learning program requirements and content purpose
- Ask them to evaluate risk in group-based learning
- Ask the trainees to implement risk control measures in group-based learning

Unit 7.2: Training Facilities and Learning Materials

Unit Objectives

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

- Identify various training facilities and equipment
- Use specific resources, equipment and services for learners with special needs
- Recognise the importance of Competency-based Curriculum Documents and learning materials

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding about training facilities and learning materials.

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a round of interaction.

Do

- Keep the ambiance constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Ask

Ask the participants the following question:

- Can you name some risks involved in group-based learning?
- Can you name some of the elements of session plan?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Training Facilities and Equipment
 - Room Appropriate to the Style of Delivery
 - Data Projector, Laptop Computer, Projection Screen and Speakers
 - Flip Charts
 - Whiteboard and Markers
 - Trainer Manual, Learner's Guide and Others
 - Other Equipment Specified in Session Plan
 - Specific Resources, Equipment and Support Services for Special Needs
- Competency-Based Curriculum Documents and Learning Materials

Say

Now we will have a Role Play session to strengthen our understanding of 'Verbal communication'

Activity

- Ask the trainees to sit in a circle.
- Tell the trainees that they will be playing the game "Telephone"
- Ask one trainee to think of a phrase or sentence
- Tell that trainee to whisper the phrase in the ear of the person sitting next to them in the circle
- Inform each trainee to whisper what they think they heard to the trainee next to them
- Ask the last trainee to say the phrase or sentence out loud
- Inquire with the first trainee whether that was their original phrase and see how it changed
- Explain to the class that this is an example of verbal communication

Activity	Duration (in mins)	Resources Used
Role Play	30 minutes	Table, chair, computer, internet

Say

Was that an interesting activity? I am sure that you enjoyed it, so let's participate in another activity.

Activity

- Divide the class in two groups
- Give a set of cards with drawings of various emotions written on each. (Anger, fear, happiness, boredom etc.)
- Tell one participant from Team 1 to act the given emotion on the card for his/ her team to guess
- Inform the participant from Team B will act out their card in the same way
- Ensure that every team member has an opportunity to act
- Conduct the entire session appropriately and ensure there is not much noise in class

Activity	Duration (in mins)	Resources Used
Reading emotions	1 hour	Drawing card, notebook, paper, pen

Notes for Facilitation

- Ask the trainees to identify various training facilities and equipment
- Ask them to use specific resources, equipment and services for learners with special needs
- Ensure that they recognise the importance of Competency-based Curriculum Documents and learning materials

Unit 7.3: Effective Communication Skills

Unit Objectives

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

- Identify the components of Effective communication
- Practise Effective communication during facilitation
- Practise active listening and grooming

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker

Note

This session will give us a brief understanding about effective communication skills in the learning environment.

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a round of interaction.

Do

- Encourage everyone to participate actively in class
- Encourage the trainees to help each other
- Appreciate each trainee for their participation

Ask

Ask the participants the following question:

- Do you think social media has made communication easier these days?
- Do you think it has helped us in improving our learning environment?
- Can you name some of the barriers in effective communication in workplace?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate

In this session, we will discuss the following points:

- Effective Communication and its Components
- Process of Effective Communication
- Barriers of Communication
- Active Listening
- Teamwork and its Importance in Facilitation
- Grooming and its Importance in Facilitation

Say

Now we will have an activity session to strengthen our understanding of 'Effective communication'

Activity

- Show the class videos on the following topic:
- <https://www.youtube.com/watch?v=lu7qaqWJtO8> (How to Effectively Communicate with Your Boss)
- Explain the concepts with the help of the video
- Ask trainees to write at least 2 points about what they have understood from the video

Activity	Duration (in mins)	Resources Used
Video Session	30 minutes	Table, chair, computer, internet, overhead projector

Notes for Facilitation

- Ask the trainees to identify the components of Effective communication
- Ensure that they practise Effective communication during facilitation
- Ask them to practise active listening and grooming

Answers to exercises in PHB

A.

1. Answer: Learning preferences:

Learners prefer the following -

- Serene over noisy classroom
- Classroom with lots of teaching and learning aids over a bare room
- Spacious classroom with scope of activities and games over one, where the learners are expected to sit still
- Flexible curriculum over traditional / conventional curriculum
- Classroom with temperate ambience (moderate temperature, humidity and pressure) over a hot and sultry one

2. Answer: Specific tools and aids for Visual Learners are:

- Flashcards
- Comics and Cartoons
- Word Puzzles
- Pictionary
- Graphics Organizers
- Whiteboard Games
- Video (without audio) and Multimedia
- Illustrated Reading

3. Answer: Risk facilitators play a critical role in the risk management process, leading discussions that identify, assess and develop responses. ... This is a difficult job that needs special skills and careful preparation, particularly when it involves project risk, where the element of uncertainty introduces special challenges.

4. Answer: The essential components of Teamwork are:

- Communication: This is the essence of effective Teamwork. Effective communication provides understanding, interpretation and action. Ineffective communication leads to misunderstanding, misinterpretation, and either inaction or inappropriate action.
- Active Listening: This involves the sender and the receiver. The sender must ensure that the message is clear and understood and the receiver must ensure that if the message is not clear that they ask for clarification.
- Resolving Conflict: People are different and inevitably clashes of personality or other conflicts may arise. The conflict must be resolved and people should use an effective, consistent approach to resolve it.
- Team Diversity: People come from different backgrounds and this can present challenges and opportunities. People have to recognize and understand their own uniqueness and that of others and make allowances.
- Team Motivation: Motivation inspires commitment, innovation and teamwork. Team leaders and members need to be aware of the factors affecting motivation and techniques they can use to enhance and maintain motivation levels.

5. Answer: Benefits of Grooming are:

- Takes care of Personal Hygiene
- Boosts one's Confidence level
- Improves Body Language
- Makes one's first impression good
- Makes one popular among team members

6. Answer: Effective communication provides understanding, interpretation and action. The essential elements of building Effective Communication are:

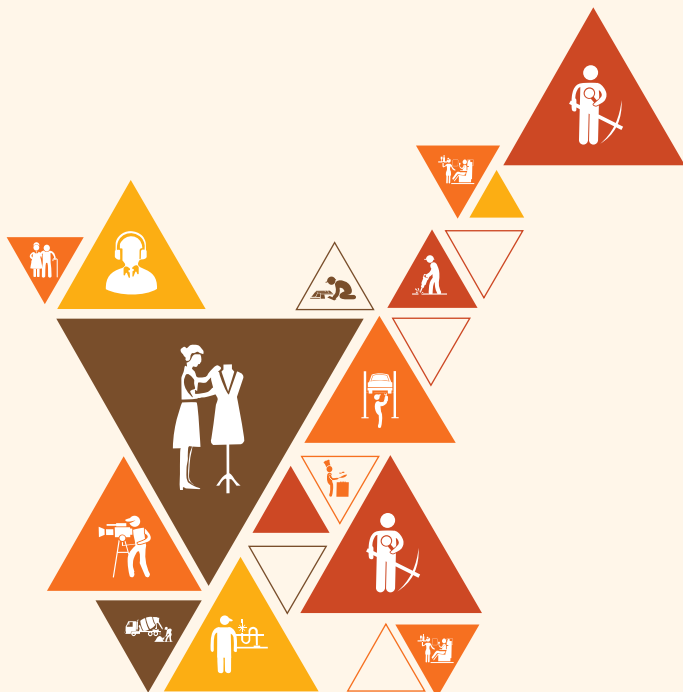
- Oral / Verbal Communication
- Non-verbal Communication
- Active Listening
- Clarity and Concision
- Confidence
- Respect
- Politeness and Precision
- Empathy
- Staying open for feedback
- Right Medium



MEPSC
Management & Entrepreneurship
and Professional Skills Council

8. Applying Health and Safety Practices

Unit 8.1 - Practices in Health, Safety and Environment



MEP/N9911

Key Learning Outcomes

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

1. Implement recommended practices in health, safety and environment
2. Identify applicable legislation in health, safety, and environment

Unit 8.1: Practices in Health, Safety and Environment

Unit Objectives

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

- Identify healthy and safe practices in facilitation
- Demonstrate the appropriate use of PPE (Personal Protective Equipment)
- Demonstrate the safe handling of tools and equipment
- Identify the basic legislation in health, safety, and environment
- Discuss the process of handling fire outbreak
- Practise basic First-Aid techniques

Resources to be Used

Participant handbook, pen, small writing pad, white board, marker, ice bag, oxygen cylinder.

Note

This session will give us a better understanding and knowledge about Health, Safety and Environment practices including the appropriate use of personal protective equipment

Say

Good morning and a very warm welcome to this training program 'Master Trainer'. Before we begin this session let us have a quick recapitulation of the previous session.

Do

- Begin with revising the things explained in previous session
- Ask them if they can summarize the points we have covered in the previous lesson
- Encourage the participants to give their response
- Ensure that the class should not lose focus
- Clarify if they have any doubts
- Tell the class about what they are going to learn in this session

Ask



Ask the participants the following question:

- Is it important to take action and report hazardous events?
- What do you think you would do if you encounter a fire outbreak at work?

Write down participants' answers on whiteboard/whiteboard. Take appropriate cues from the answers to start the lesson.

Elaborate



- Health, safety and environment practices begin with protecting and safeguarding oneself from hazards and risks.
- Personal Protective Equipment, commonly termed as PPE, is specialized clothing or equipment worn and used by employees for safeguarding themselves against Occupational Health and Safety hazards.
- Personal Protective Equipment
 - Hand Gloves
 - Safety Shoes
 - Safety
 - Masks and Face Shields
 - Apron
 - Ear Muffs
 - Respirators
- Hand Gloves – used for protecting the hands from harmful and corrosive chemicals, extreme temperatures, sharp and contaminated objects.
- Safety Shoes – these are made of highly durable and robust material and protect the feet from injuries due to cuts and bruises.
- Apron – this protects the clothes from dust and other impurities. These are often heat-resistant and anti-abrasive in nature.
- Respirators – the device is constructed in such a way that it protects the individual from inhaling particulate matter
- Tools and equipment, both manual and power-driven, must be used only after referring to the Instruction Manual or Directions of Use.
- If required, such tools and equipment must be used only in the presence of an experienced technician or worker.
- Regular use of such tools is recommended only after adequate training and practice.
- All tools and equipment must be maintained and checked regularly for malfunctioning, by a licensed expert.
- Taking Action (Responding):
- Protecting the health and safety of Protecting the health and safety of others
 - Providing First Aid to injured persons on site
 - Summoning emergency medical team and rushing injured persons to the hospital
 - Reporting hazardous events:
- Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC)
- Triage may be initiated under severe emergency conditions

- Communication protocols for reporting risks and hazardous events:
 - Communicate Immediately
 - Communicate Correctly
 - Communicate Honestly
 - Communicate empathetically
 - Communicate to initiate appropriate action
 - Communicate to promote respect
- Relevant Statutory Legislation
 - Employers in the workplace are responsible for health and safety management under the law.
 - It is their duty to do whatever is reasonably possible to fulfill this.
 - Employers must ensure that workers and visitor etc. are safeguarded from all things that could lead to harm.
 - This effectively controls any risks from injury or health that could arise in the workplace.
- Safety During Fire Outbreak
- First Aid Techniques
- Emergency Toll-Free Numbers in India

Say



Now we will have a Role Play session to understand healthy and safe practices.

Activity



- Tell the trainees that the topic of the role play will be:
- Inform the students that they will have to volunteer to take part for this activity
- Ask for 3-4 volunteers to take part in the role-play session
- Tell one trainee to play the role of a 'Master Trainer' and others will enact the role of 'learner'
- Ask one trainee to act as if he/she has had fainted and had a head injury in classroom
- Demonstrate the trainees on how to take effective actions during this situation
- Ask the students to play their part as you have demonstrated
- Watch their performance and guide them as required
- Appreciate trainees for their performances

Activity	Duration (in mins)	Resources Used
Role Play	1 hour	Ice bag, oxygen cylinder, table, chair

Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.
- Answer all the doubts of the participants.
- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.

Activity

- Ask the trainees to consider the following case study:
 - Komal is a trainee at a training centre. She notices an electrical cable in the corridor is sparking. She tries to keep it on one side.
- Put the following questions to the trainees:
 - Did Komal do the right thing?
 - What are the correct steps to take in this situation?
 - What can happen if she has not taken the right steps?

Activity	Duration (in mins)	Resources Used
Case study discussion	30 minutes	Table, chair, computer, notebook, white board, marker

Do

Conclude the session by giving the class details on the advantages of Occupational Health and Safety regulations.

Notes for Facilitation

- Ask the trainees to identify healthy and safe practices in facilitation
- Ask them to demonstrate the appropriate use of PPE (Personal Protective Equipment)
- Ensure that they demonstrate the safe handling of tools and equipment
- Ensure that they identify the basic legislation in health, safety, and environment
- Ask them to discuss the process of handling fire outbreak
- Ensure they practise basic First-Aid techniques

Answers to exercises in PHB

A.

1 Answer: Occupational Hazards for Master Trainers can be:

- Contact with live wires resulting in electric shock and burns
- Fires due to faulty wiring
- Exposed electrical parts
- Ignition of fires or explosions due to electrical contact with potentially flammable or explosive materials
- Inadequate wiring

2 Answer: Methods of Extinguishing Fire:

- Cooling the Burning Material
- Cutting out the Oxygen Supply from the Fire
- Removing Fuel from the Fire
- Using a Flame Inhibitor (like Fire Extinguishers that chemically react with the burning material and extinguishes the fire)

3. Answer: For heavy bleeding -

- Put pressure on the wound with whatever is available to stop or slow down the flow of blood
- As soon as possible, call the Emergency Number or get someone else to do it
- Keep pressure on the wound until help arrives

For burns-

- Cool the burn under cold running water for at least ten minutes
- Loosely cover the burn with cling film or a clean plastic bag

For broken bones-

- Encourage the person to support the injury with their hand, or use a cushion or items of clothing to prevent unnecessary movement
- Continue supporting the injury until help arrives

For Heart Attack/ Stroke -

- Think FAST. Face: is there weakness on one side of the face? Arms: can they raise both arms? Speech: is their speech easily understood? Time: to call an Emergency helpline Immediately call medical/ ambulance helpline or get someone else to do it

For Head Injury -

- Ask the victim to rest and apply a cold compress to the injury (e.g. ice bag)
- If the victim becomes drowsy or vomits, call Medical helpline or get someone else to do it

For Electric Shocks -

- Switch Off the Main Power Supply immediately
- Free the victim of his clothes
- Give artificial respiration and oxygen if needed
- In the case of Burns, apply ice and burn cream and rush to the hospital depending on the severity of the burn

4. Answer: Below are the recommended communication protocols for reporting hazardous events:

- Communicate first: The first source of information during an emergency is the preferred source. Crises situations are time-bound, and hence, it is important to communicate promptly.
- Communicate rightly: Distortion of information due to panic must be avoided. Proper, accurate information must be provided to concerned authorities, and this can save lives.
- Communicate credibly: Integrity and truthfulness must never be forgotten during emergencies.
- Communicate empathetically: One must wear the shoes of the victims while communicating emergencies.
- Communicate to instigate appropriate action: Communicating to the right authorities help in taking the necessary action.
- Communicate to promote respect: Communicating with the victims with respect help in earning their trust and thus eases the disaster management process.

5. Answer: The Health and Safety at Work etc Act 1974 is the primary piece of legislation covering occupational health and safety in Great Britain. It's sometimes referred to as HSWA, the HSW Act, the 1974 Act or HASAWA. It sets out the general duties which:

- employers have towards employees and members of the public
- employees have to themselves and to each other
- certain self-employed have towards themselves and others

Key Learning Outcomes

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

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

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

81. Discuss the purpose of the Make in India campaign
82. Discuss key schemes to promote entrepreneurs
83. Discuss the relationship between entrepreneurship and risk appetite
84. Discuss the relationship between entrepreneurship and resilience
85. Describe the characteristics of a resilient entrepreneur
86. Discuss how to deal with failure
87. Discuss how market research is carried out
88. Describe the 4 Ps of marketing
89. Discuss the importance of idea generation
90. Recall basic business terminology
91. Discuss the need for CRM
92. Discuss the benefits of CRM
93. Discuss the need for networking
94. Discuss the benefits of networking
95. Discuss the importance of setting goals
96. Differentiate between short-term, medium-term and long-term goals
97. Discuss how to write a business plan
98. Explain the financial planning process
99. Discuss ways to manage your risk
100. Describe the procedure and formalities for applying for bank finance 15. Discuss how to manage their own enterprise
101. List the important questions that every entrepreneur should ask before starting an enterprise

Unit 9.1: Personal Strengths & Value Systems Unit

Unit Objectives

By the end of this unit, students 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
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- 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
- 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
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

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

Resources to be used



Participant Handbook

Ask



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

Say



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

Ask



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

Say



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

Role Play



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

Summary



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

Say



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

Ask



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

Say



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

Do



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

Summary



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

Ask



Discuss:

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

Say



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

Activity



Health Standard Checklist: Hygiene

Say



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

Do



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

Ask



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

Summary



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

Ask



What is a habit?

Say



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

Summary



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

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

Resources to be used



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

Ask



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

Say



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

Team Activity



Safety Hazards

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

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

Ask

How could you or your employees get hurt at work?

Say

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

Do

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

Say

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

Do

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

Ask**De-briefing**

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

Summary



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

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

Resources to be used



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

Activity



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

Do



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

Say



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

Team Activity



Tower building

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

Do



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

Ask



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

Say



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

Ask



Is your attitude positive or negative?

Say



- Let me tell you a story :

It's Little Things that Make a Big Difference.

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

Ask



What did you learn from this story?

Activity



What Motivates You?

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do



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

Say



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

Summary



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

9.1.4: Honesty & Work Ethics

Resources to be used



Participant Handbook

Ask



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

Say



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

Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

Scenario 4

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

Say



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

Do



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

Summary



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

9.1.5: Creativity and Innovation

Resources to be used



Participant Handbook, Chart papers, Marker pens

Say



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

A.P.J. Abdul Kalam

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

Water filter/purifier at source

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

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask



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

Say



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

Team Activity

**Activity De-brief**

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

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

Do



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

Summary



- 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>

9.1.6: Time Management

Resources to be used

Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:

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

Example 2:

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

Ask

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

Activity

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

Say

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

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

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

PART 2

URGENT-IMPORTANT GRID

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

TO- DO list format

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

URGENT-IMPORTANT GRID

URGENT/ IMPORTANT

- Meetings
- Last minute demands
- Project deadlines
- Crisis

NOT URGENT/ IMPORTANT

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

1**2****3****4**

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

URGENT/ NOT IMPORTANT

- Internet surfing
- Social media
- Watching TV

NOT URGENT/ NOT IMPORTANT

URGENT/ IMPORTANT GRID format

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

Do



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

Say

**Activity De-brief:**

How can we balance tasks between the four categories?

How to manage time through this grid?

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

Summary

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

Notes for Facilitation

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

9.1.7: Anger Management

Resources to be used

Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask



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

Say



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

Do



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

Activity



Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:

Anger Management Techniques

--

Say



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

Do



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

Ask



De-brief questions:

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

Summary



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

Notes for Facilitation



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

9.1.8: Stress Management: What is stress?

Resources to be used



Participant Handbook

Ask



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

Say



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

Ask



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

Say



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

Do



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

Team Activity



Case Study Analysis

Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask**De-brief questions:**

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

Say

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

Do



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

Say



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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Do



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

Scenario 5

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

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

Say

**De-brief:**

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

Summary



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

Notes for Facilitation



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

Unit 9.2: Digital Literacy: A Recap

Unit Objectives

By the end of this unit, students 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
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- 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

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

Resources to be used

Participant Handbook , Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

Summary

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

Practical



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

Do



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

9.2.2: MS Office and Email: About MS Office

Resources to be used

Participant Handbook, Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say



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

Do



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

Demonstrate



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

Practical



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

Summary



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

9.2.3: E-Commerce

Resources to be used

Computer System with internet connection, Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Team Activity

E-commerce examples

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

Say



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

Do



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

Say



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

Explain



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

Say



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

Role Play



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

Ask



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

Say



- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.

- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do



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

Ask



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

Say



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

Summary



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

Unit 9.3: Money Matters

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

9.3.1: Personal Finance – Why to Save?

Resources to be used

Participant Handbook

Say

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

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.

Summary



You can summarize the session by discussing:

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

9.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be used

Account opening sample forms, Participant Handbook

Ask

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

Example

- Let's look at these two examples:

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

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

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

Ask

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

Say

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

Ask



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

Say



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

Team Activity



Activity De-brief

Each group to present the key points of their account.

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

Say



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

Ask



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

Say



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

Team Activity



Opening a Bank Account

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

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section “Opening a Bank Account” of your 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.

Summary



Note:

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

Sample Bank Account Opening form.

SAVING BANK ACCOUNT OPENING FORM				
Account No.: _____			Date: _____	
Name of the Branch				
Village/Town				
Sub District / Block Name				
District				
State				
SSA Code / Ward No.				
Village Code / Town Code				
Applicant Details:				
Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile				Date of Birth
Aadhaar No.				Pan No.
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				
Detail of Assets		Owning House: Y/N Owning Farm : Y/N No. of Animals : Any other:		
Existing Bank Alc. of family members / household		Y / N If yes, No. of A/cs. _____		

Kisan Credit Card	Whether Eligible	Y/N
-------------------	------------------	-----

I request you to issue me a Rupay Card.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

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

Place: _____

Date: _____ **Signature / LTI of Applicant** _____

Nomination:

I want to nominate as under

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

Place: _____

Date: _____ **Signature / LTI of Applicant** _____

Witness(es)*

1. _____

2. _____

***Witness is requires only for thumb impression and not for signature**

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

Resources to be used

Participant Handbook, Blank sheets of paper, Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

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

Do

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

Say



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

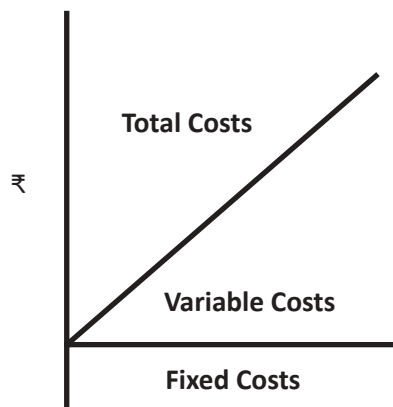


Fig. 9.3.3.1: Relation between fixed and variable costs

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

Team Activity



Fixed vs. Variable Costs

You want to start your own entrepreneur business.

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

Activity De-brief

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

Do



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

Summary



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

Notes for Facilitation



- Answers for the activity - Identify the type of cost

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

9.3.4: Investments, Insurance and Taxes

Resources to be used

Participant Handbook

Ask

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

Example

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

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

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

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

Say

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

Ask

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

Say

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

Say



We will have a quiz today.

Team Activity



The activity is a quiz.

Do



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

Summary



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

Notes for Facilitation



Questions for the quiz

1. What are bonds?

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

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be 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.

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

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

2. Name the two types of insurances?

Life Insurance and Non-life or general insurance

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

Term Insurance

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

It offers the dual benefit of investment and insurance.

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

Money Back Life Insurance

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

8. After what duration is the income tax levied?

One financial year

9. What is long term capital gain tax?

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

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

Securities Transaction Tax

11. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

14. What is the difference between custom duty and OCTROI?

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

9.3.5: Online Banking, NEFT, RTGS, etc.

Resources to be used

Participant Handbook, Computer System with internet connection, Debit card

Ask

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

Say

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

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- Tell the class the various features of online banking:
 - Through their website set-up your online account.
 - Choose a secure username and password.
 - Set-up your contact information.
 - Once your information is verified, you are good to go.
 - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say



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

Do



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

Summary



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

Unit 9.4: Preparing for Employment & Self Employment

Unit Objectives

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

- Discuss the steps to follow to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Identify basic workplace terminology

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

Resources to be used



Participant Handbook

Ask



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

Say



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

Activity 1



- Introducing Yourself

Do



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

Ask



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

Say



- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - o Any work experience that you might have
 - o A brief summary of your educational qualifications
 - o Your strengths and achievements
 - o Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - o Detailed description of your family (unless you are specifically asked to do so)
 - o Too much information about your weaknesses
 - o Information that is not true

Do



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

Activity 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?

Summary



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

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

Resources to be used



Participant Handbook, Blank papers, Pens

Ask



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

Say



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

Do



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

Say



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

Activity



Case Study Analysis

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

Candidate Details

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

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

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

Job Posting

* Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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

Salary: Negotiable

Industry: Travel / Hotels / Restaurants / Airlines / Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

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

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say



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

Do



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

Summary



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

Notes for Facilitation



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

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

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

Professional strengths:

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

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

9.4.3: Interview FAQs

Resources to be used

Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 2

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 3

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 4

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 5

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 6

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

Say

**De-brief:**

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

Role Play



Conduct a role play for the situation given.

Role Play – Situation 7

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

Say



De-brief:

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

Explain



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

Do



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

Activity 1



Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?

How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summary



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

9.4.4: Work Readiness – Terms and Terminology

Resources to be used

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

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say



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

Ask



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

Say



- Let's now continue the activity.

Team Activity

**Terms and Terminology**

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

Part 2

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

Activity De-brief

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

Do



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

Say



- Let's go ahead with the activity.

Team Activity



Terms and Terminology

The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do



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

Summary



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

Unit 9.5: Understanding Entrepreneurship

Unit Objectives

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

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

9.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Resources to be used



Participant Handbook

Say



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

Team Activity



Quiz Questions

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

Do



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

Ask



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

Say



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

Summary



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

Notes for Facilitation



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

9.5.2: Leadership and Teamwork

Resources to be used



Participant Handbook, Blank sheets of paper, Pens.

Do



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

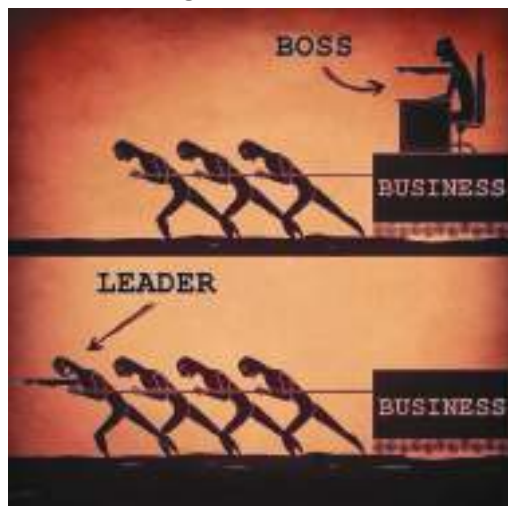


Fig. 9.5.2.1: Difference between Leader and Boss

Say



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

Say



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

Ask

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

Say

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

Ask

- Do you consider yourself a team player?

Team Activity**Long Chain**

- This is a group activity.

Do

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

Say**De-brief:**

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

Say



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

Summary



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

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

Resources to be used



Participant Handbook

Activity



Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask



De-brief questions:

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

Say



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

Say



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

Ask



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

Say



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

Do



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

Activity 2



Riddles:

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

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

Do they have a 26th of January in England?

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

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

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

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

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

Answers:

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

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

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

First of all, you would light the match.

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

Every SINGLE person died, but those two were married.

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

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

Ask



De-brief question:

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

Say



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

Activity 3



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

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too. If you were given another chance, what would you have said to this person?

Do



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

Notes for Facilitation



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

1. **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?"

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

Summary

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

9.5.4: Problem Solving & Negotiation Skills

Resources to be used

Participant Handbook

Say

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

Say

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

Ask

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

Say

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

Team Activity

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

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

Do

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

Say**De-brief questions:**

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

Ask

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

Say

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

Ask

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

Say

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

Summary



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

Activity



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

Do



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

Ask



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

Say



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

Ask



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

Say



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

Say



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

Role Play



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

Do



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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation

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

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

Conducting the activity

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

Summary



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

9.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Resources to be used



Participant Handbook, Blank sheets of paper, Pens.

Ask



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

Say



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

Do



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

Activity

Do your SWOT analysis

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

Do

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

Ask

De-brief questions:

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

Summary

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

9.5.6: Entrepreneurship Support Eco-System

Resources to be used

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material

Ask

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

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

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

Team Activity

Making a poster showing the entrepreneurship support eco-system.

Do



- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

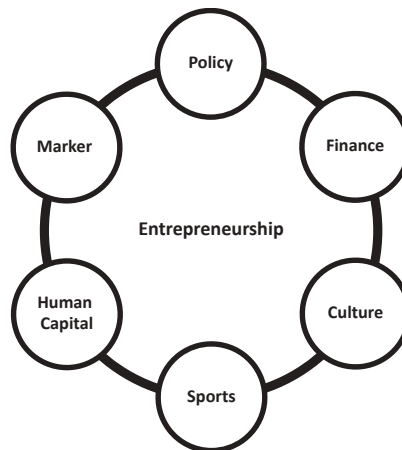


Fig. 9.5.6.1: key domains of entrepreneurship

Ask



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

Say



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

Team Activity



Presentation on key schemes to promote entrepreneurs

Do



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

Activity De-brief

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

Summary



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

9.5.7: Risk Appetite & Resilience

Resources to be used

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

Ask

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

Example

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

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

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

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

Say

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

Team Activity

**Risk Appetite**

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

Activity De-brief**Risk Appetite**

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

Do



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

Ask



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

Example



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

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

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

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

Say



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

Say



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

Team Activity



Entrepreneurship and Resilience

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

Activity De-brief

Entrepreneurship and Resilience

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

Do



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

Summary



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

9.5.8: Success and Failures

Resources to be used



Participant Handbook

Ask



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

Example



- Let’s have a look at this example.

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

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

Say



- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

Ask



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

Say



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

Team Activity



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

Notes for Facilitation

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

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

Conducting the activity

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

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summary



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

Unit 9.6: Preparing to be an Entrepreneur

Unit Objectives

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

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

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

Resources to be used

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

Ask

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

Example

- Let's have a look at this example.

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

Say

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

Team Activity

Market Study

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

Activity De-brief

Market Study

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

Do

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

Say

By opening a tuition centre you are offering a service.

Ask

What factors will you keep in mind before opening it?

Say

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

Say

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

Team Activity**4 Ps of Marketing**

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

**Activity De-brief
4 Ps of Marketing**

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

Do



Instruct the participants that this is group work.

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

Activity De-brief

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

Say



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

Summary



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

9.6.2: Business Entity Concepts

Resources to be used

Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity

The activity is a quiz.

Do

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

Summary

- Summarize the unit by discussing the key points.

Notes for Facilitation



Questions for the quiz

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

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

Valuation

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

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

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

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

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

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

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

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

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

Depreciation

15. What are the two main types of capital?

Debt and Equity

9.6.3: CRM & Networking

Resources to be used



Participant Handbook

Ask



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

Say



- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do



- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity



Case Study Analysis

Scenario 1

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.

Summary



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

9.6.4: Business Plan: Why Set Goals?

Resources to be used

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

Ask

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

Say

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

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

Do

Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Team Activity



Writing a business Plan

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

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

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

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

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.

Summary

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

Notes for Facilitation

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

9.6.5: Procedures and Formalities for Bank Finance

Resources to be used

Participant Handbook, Bank loan/finance form sample

Ask

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

Say

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

Summary

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

Notes for Facilitation



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

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

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

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

Resources to be used

Participant Handbook

Ask

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

Say

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

Say

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

Say

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

Team Activity



Enterprise Management

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

Activity De-brief Enterprise Management

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

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.

Summary



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

9.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be used



Participant Handbook, Blank sheets of paper, Pens

Ask



Why do you want to become an entrepreneur?

Say



- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do



- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summary



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



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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

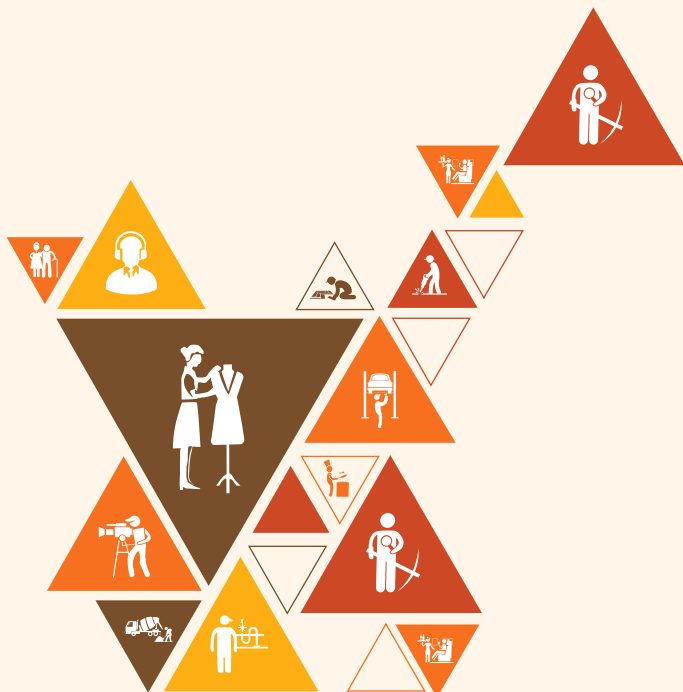
Transforming the skill landscape



10. Annexure

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Master Trainer		
Qualification Pack Name & Ref. ID	MEP/Q2602, V 1.0		
Version No.	1.0	Version Update Date	2.04.2020
Pre-requisites to Training (if any)	NA		
Training Outcomes	By the end of this program, the participants will be able to:		
	<ol style="list-style-type: none"> 1. Identify tasks to be performed by a master trainer. 2. Describe ways to evaluate performance of trainers in the training. 3. Explain features of an effective training program. 4. Define trainer's role after the training. 5. Prepare sample trainer development plan. 6. Identify learning barriers and ways to facilitate learning. 7. Categorize characteristics of learners with complex or special needs and customise training for them. 8. List ways to identify training needs. 9. Apply relevant health and safety practices at the workplace. 10. Demonstrate professional image and behaviour. 11. Utilize and enhance professional competence. 		

Sr. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to Skill India and the role of a Master Trainer	Introduction	<ul style="list-style-type: none"> Sketch an overview of Skill India Summarise the role of a trainer Discuss the role of a master trainer Describe the common organisational structures and functionalities 		Classroom Lecture	Computer, projector, white board/ flip chart, marker and duster	4 Theory (04:00) Practical (00:00)

2	Evaluate performance of the trainers on job	Tools and Performance Criteria	<ul style="list-style-type: none"> Describe tools for identifying training needs Explain the competencies, occupational standards and performance criteria for trainers Discuss parameters that are important to ensure training effectiveness List possible sources of information for identifying trainer training requirements State the important parameters to ensure training effectiveness of training program possible parameters 	MEP/N2605 KU9, KU10	Classroom Lecture/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)
		Evaluation of a Trainer	<ul style="list-style-type: none"> State the ways to give feedback to trainers on their performance and areas of development Examine the trainer performance observation schedule Analyse sample data of various trainer performance indicators to categorize performance level of trainers Identify and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance Identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment 	MEP/N2605 PC3, PC9	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)

		Result and Feedback of Evaluation	<ul style="list-style-type: none"> Illustrate the trainer's training calendar and prepare feedback document Provide respective trainers with feedback and resolve their queries regarding the same Prepare sample documentation of results of trainer performance evaluation Plan a role play with the trainers on obtaining information about problems 	MEP/N2605 PC11	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)
		Occupational Standards	<ul style="list-style-type: none"> Identify the competencies, occupational standards and performance criteria for trainers from authorized source State the occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same 	MEP/N2605 PC1, PC2,	Classroom Lecture/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)
		Planning a Training Session	<ul style="list-style-type: none"> Create and share trainer performance observation schedule with administration and respective trainers in advance Plan a training session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be List the policies and procedures relevant to the learning environment 	MEP/N2605 PC4, PC5, KU11	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)

		Validation	<ul style="list-style-type: none"> Validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session Analyse data pertaining to various trainer performance indicators to identify performance level of the trainers. Identify trainer performance indicators Prepare the results of trainer performance evaluation in prescribed format of the training organisation 	MEP/N2605 PC6, PC7, PC10	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and duster, sample data of trainer performance, sample of training calendar, list/examples of role play scenarios	8 Theory (03:00) Practical (05:00)
		Policies and Record-management	<ul style="list-style-type: none"> Prepare training organisations system policies and procedures Develop organizational record-management systems and reporting requirements 	MEP/N2605 KU1, KU2	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and duster, sample data of trainer performance, sample of training calendar, list/examples of role play scenarios	8 Theory (03:00) Practical (05:00)

		Health and Safety	<ul style="list-style-type: none"> Discuss health safety issues relating to delivery of competency-based training Demonstrate health and safety issues State environment issues related to delivery of competency-based training 	MEP/N2605 KU3	Classroom Lecture/Lab Session/Practical Demonstration	Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	8 Theory (03:00) Practical (05:00)
		Waste Disposal	<ul style="list-style-type: none"> Inspect the work area Discuss the procedures and practices in line with required standards Discuss the waste and dangerous materials disposal procedures and practices Demonstrate waste management procedure 	MEP/N2605 KU4, KU5	Classroom Lecture/Lab Session/Practical Demonstration		8 Theory (03:00) Practical (05:00)
		Recording and Re- porting	<ul style="list-style-type: none"> Discuss the procedures for the recording, reporting and maintenance of workplace equipment Perform training needs identification 	MEP/N2605 KU5, KU7		Computer, projector, white board/ flip chart, marker and dust-er, sample data of trainer performance, sample of training calendar, list/ex-amples of role play scenarios	7 Theory (03:00) Practical (04:00)

3	Evaluate effectiveness of the training program	Different Parameters	<ul style="list-style-type: none"> Describe parameters that are important to ensure training effectiveness Discuss trainer competencies, occupational standards and performance criteria Discuss parameters for analysing effectiveness of training program. Classify parameters that are important to ensure training effectiveness of training program 	MEP/N2605 PC12,		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	8 Theory (03:00) Practical (05:00)
		Data Col-lection	<ul style="list-style-type: none"> Identify the data and information required List possible sources of information and ways to collect data Collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation Analyse the data and information Use whiteboard/ flipcharts to explain key points in a language/symbols understandable to learners 	MEP/N2605 PC13, PC14, GS1			8 Theory (03:00) Practical (05:00)

		Documentation and Reporting	<ul style="list-style-type: none"> Describe the ways to document and report results Prepare report with findings from analysis of factors affecting performance and suggestions on alternatives Identify and record potentially useful information that is not identified in the evaluation plan Assess areas of training program that are satisfactory and those requiring improvement State the recommendations to stakeholders on areas of possible improvement in the prescribed format Prepare an organizational record-management systems and reporting requirements 	PC15, PC20 PC22, KU2		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	8 Theory (03:00) Practical (05:00)
		Identification of training needs	<ul style="list-style-type: none"> Compare given data to identify training needs for trainer's skill enhancement Prepare a training of trainer's program based on the data analysis Analyse the data and information to identify the effectiveness of the training program as per the parameters selected Identify training needs and its tools 	PC16, KU7		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	7 Theory (03:00) Practical (04:00)

		Evaluation	<ul style="list-style-type: none"> Evaluate the findings where possible by comparing with the results from different evaluation sources Discuss the conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected 	PC17, PC18		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	8 Theory (03:00) Practical (05:00)
		Feedback and Sug-gestion	<ul style="list-style-type: none"> Identify factors affecting performance State possible enhancements or alternatives to the training program Demonstrate the use of possible enhancements or alternatives to the training program 			Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	7 Theory (03:00) Practical (04:00)

		Health and Safety	<ul style="list-style-type: none"> • Discuss health, safety and environment issues related to delivery of competency-based training • Perform health and safety procedures • State the environmental issues related to delivery of competency-based training 	KU3, KU4		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	<p>8</p> <p>Theory (03:00)</p> <p>Practical (05:00)</p>
		Waste Management	<ul style="list-style-type: none"> • Examine the work area • Describe the procedures and practices in line with required standards • Practice waste management procedures 	KU5		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	<p>8</p> <p>Theory (03:00)</p> <p>Practical (05:00)</p>

		Soft Skill	<ul style="list-style-type: none"> • Use effective listening and probing / questioning skills to understand learners and their queries • Manage disruptions during trainings in a solution seeking and calm manner • Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols • Implement balanced judgments to different situations 	GS6, GS11, GS16		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	<p>8</p> <p>Theory (03:00)</p> <p>Practical (05:00)</p>
		Effective Communi-cation	<ul style="list-style-type: none"> • Use assertive communication techniques and participative discussion techniques to handle group discussions • Demonstrate different communication techniques with other trainees • Provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct 	GS7, GS9		Computer, printer, projector, white board/ flip chart, marker and dust-er, sample data (e.g. student feedback forms; formative and sum-mative as-sessment results; assessor feedback; lesson plan etc.) for practical exercise	<p>7</p> <p>Theory (03:00)</p> <p>Practical (04:00)</p>

4	Plan, deliver and facilitate trainer development	Training Requirements	<ul style="list-style-type: none"> Identify training needs of the trainers after studying the occupational standards and skill gap List ways to prepare trainer schedule without work disruption, and methods to be used in training of trainers Discuss training material development Demonstrate the preparation of a training plan and schedule Prepare sample session plan and training program Discuss learning and development resources and constraints 		Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Training Methods	<ul style="list-style-type: none"> Identify various methods of trainer development Demonstrate different methods of trainer development Identify resources and constraints for selection of training method Demonstrate the resources and constraints for selection of training modules 	KU7, KU8	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play		8 Theory (03:00) Practical (05:00)
		Tools and Equipment	<ul style="list-style-type: none"> Describe procedures of acquiring equipment and tools for training and returning them Prepare sample request letter for obtaining equipment and tools required in training 		Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play		8 Theory (04:00) Practical (04:00)

		Activities	<ul style="list-style-type: none"> Describe activities that are part of planning and delivering training program Demonstrate the activities that are a part of planning and training delivery program Describe ways to identify special training needs by studying candidate profile 	MEP/N2606	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Assessment	<ul style="list-style-type: none"> Explain different ways of formative assessment Discuss ways to monitor learner progress Demonstrate formative assessment methods like mock-training, on-the-job observation and video recording Prepare learner records accurately and submit or process and in the required timeframes 	MEP/N2606 PC23	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		House-keeping Activities	<ul style="list-style-type: none"> Describe housekeeping activities post-training Assess the cleanliness and tidiness of the training room State any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel 	MEP/N2606 PC19, PC20	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Identify and Arrange Tools Properly	<ul style="list-style-type: none"> Arrange equipment and tools in safe places in accordance with procedures Identify and ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed Examine if training equipment and tools are used and left in good condition 	MEP/N2606 PC21, PC22, GS14	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play		8 Theory (04:00) Practical (04:00)

		Documentation	<ul style="list-style-type: none"> Discuss learner records and documentation. Assess learner progress to ensure outcomes are being achieved, and individual learner needs are being met Demonstrate the process of documenting and storing learner records. Discuss the procedures for the recording, reporting and maintenance of workplace equipment 	MEP/N2606 PC15, KU6	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Health and Safety	<ul style="list-style-type: none"> Identify health and safety issues relating to delivery of competency-based training Demonstrate health and safety programme Identify environment issues relating to delivery of competency-based training 	MEP/N2606 KU3,	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Waste Disposal	<ul style="list-style-type: none"> Inspect the work area State the waste and dangerous materials disposal procedures and practices Demonstrate waste disposal procedure and practices 	MEP/N2606 KU4, KU5	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Reading Skills	<ul style="list-style-type: none"> Practice reading presentation slides and facilitator guides Examine the effectiveness of the participant handbook 	MEP/N2606 GS4	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)
		Writing Skills	<ul style="list-style-type: none"> Practice writing emails to interact with design team Demonstrate the process of writing emails to interact with seniors and other stakeholders 	MEP/N2606 GS3	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)

		Judge- ment and Critical Thinking	<ul style="list-style-type: none"> • Use whiteboard/ flipcharts to explain key points in a language/symbols understandable to learners • Identify potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs • Use collaborative methods to handle conflict without losing calm • Manage disruptions during trainings in a solution seeking and calm manner • Apply balanced judgments to different situations 	MEP/N2606 GS1, GS10, GS11, GS18	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Effective Communi- cation	<ul style="list-style-type: none"> • Explain training related concepts and facts to learners in a simple language that is understandable to the learners • Use effective listening and probing / questioning skills to understand learners and their queries • Provide clear instructions to learners during the trainings to conduct training activities and guide their behaviour and conduct 	MEP/N2606 GS5, GS6, GS7	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Working co-effi- ciently	<ul style="list-style-type: none"> • Manage work effectively as a team member to cultivate collaborative and participative work relationships • Use assertive communication techniques and participative discussion techniques to handle group discussions 	MEP/N2606 GS8, GS9	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (04:00) Practical (04:00)

		Problem Solving Skills	<ul style="list-style-type: none"> • Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols • Use techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc to improve work processes 	MEP/N2606 GS16, GS17	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
5	Conduct and facilitate trainings that require advanced facilitation skills	Facilitation Techniques	<ul style="list-style-type: none"> • Compare andragogy and pedagogy; learner-centred and teacher-centred training methodology • Describe different training delivery methods and facilitation skills required for each • Practice various facilitation techniques • Perform teaching in a coherent manner using appropriate methodologies in line with selected methodologies • Use a variety of facilitation techniques, approaches and activities to promote individual • participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes • Plan strategies, techniques and activities for using the kinds of support materials and/ or equipment appropriate to facilitation methodologies 	MEP/N2607 PC2, PC3, KU14	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Group Learning	<ul style="list-style-type: none"> • Discuss potential barriers to learning • Create individual and group learning activities using case studies, games, simulation, etc. • Manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members • Analyze the psychology of group dynamics 	MEP/N2607 PC6, KU16	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Observing the Learner	<ul style="list-style-type: none"> • Analyze learner cues and feedback and review and revise own facilitation skills to maintain learning momentum • Perform activities to develop meta-cognition skills and generic skills into facilitation and learning practices • Modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints • Create opportunities to monitor learner's progress against the agreed outcomes • Identify client and learner needs • Apply the principles of learner centred delivery 	MEP/N2607 PC4, PC5, PC7, PC8, GS8, GS9	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Learning Activities	<ul style="list-style-type: none"> Perform debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences Demonstrate the ways to identify key learning points that emerge from learning activities Practice identifying the use or application of the learning at the workplace Employ the participants in moderate risk activities and decision making 	MEP/N2607 PC9, PC12, PC14, PC15	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Feedback	<ul style="list-style-type: none"> Identify participants mistakes Provide participants feedback by reinforcing correct responses and assisting when incorrect 	MEP/N2607 PC13	Classroom lecture	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Active Involvement	<ul style="list-style-type: none"> Generate active participant involvement by various strategies 	MEP/N2607 PC16	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Encouraging the Student	<ul style="list-style-type: none"> Demonstrate positive learning by clarifying the outcomes associated with completed training Select participants to share their experience to enable them to actively contribute to training 	MEP/N2607 PC17, PC18	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Record Management	<ul style="list-style-type: none"> Demonstrate training organisation system policies and procedures Create organizational record-management systems and reporting requirements 	MEP/N2607 KU1, KU2	Classroom lecture/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Health and Safety	<ul style="list-style-type: none"> Identify health and safety issues relating to delivery of competency-based training Perform health and safety operations List environment issues relating to delivery of competency-based training 	MEP/N2607 KU3	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Waste Management	<ul style="list-style-type: none"> Identify the work area to be inspected Inspect the work area in line with required standards Demonstrate waste and dangerous materials disposal procedures and practices 	MEP/N2607 KU4, KU5	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Literacy Skills	<ul style="list-style-type: none"> Prepare and maintain documentation plan facilitation Interpret QP-NOS information from a range of sources to identify and respond to learner needs, goals, skills and learning styles research current issues 	MEP/N2607 GS1, GS2	Classroom lecture/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Effective Communication	<ul style="list-style-type: none"> Demonstrate communication and interpersonal skills Perform language skills to hypothesise, plan and influence others 	MEP/N2607 GS3, GS4	Classroom lecture/ PowerPoint Presentation/ Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Problem Solving Ability	<ul style="list-style-type: none"> Identify problems Demonstrate problem solving skills to adjust strategies and address learning barriers reliably evaluate alternative solutions 	MEP/N2607 GS10	Classroom lecture/Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Evaluation and Reflection	<ul style="list-style-type: none"> • Use methods for evaluating learning and facilitation • Identify gaps in skills or knowledge • Evaluate systematically own or others' practice to improve performance or understanding • Assess systematically the personal work practices to improve performance identify gaps in skills or knowledge ask critical questions about performance, problems, methods used and learner success 	MEP/N2607 KU15, GS11, GS12	Classroom lecture/ PowerPoint Presentation/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
6	Customise training program as per special requirements of learners and local environment	Understand the Learner	<ul style="list-style-type: none"> • List environmental and learner conditions that call for customised training • Describe different learners with special needs and their training requirements • Collect training materials and instructions for learners with special needs. • Analyse the factors that influence individual learning needs, preferences and styles 	MEP/N2608 PC3,	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Prepare Session Plan	<ul style="list-style-type: none"> • Prepare a session plan for a learner with learning disability • Modify the given sample training material for a learner having dyslexia, PwD • Identify client and learner needs 	MEP/N2608 GS7	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Environmental Conditions	<ul style="list-style-type: none"> Identify environmental conditions and their potential impact on training practice Perform the review of participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners Summarise the impact of various environmental factors of the learning 	MEP/N2608 PC1, PC8, KU11	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Training Strategies	<ul style="list-style-type: none"> Identify specific learning gaps of the batch of learners that have not been catered to in the training material received Develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles Design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment Modify training design and session plan to accommodate large differences amongst the learners Identify learning preferences and learning styles and modify training delivery based on the same 	MEP/N2608 PC4, PC5, PC6, PC7, KU12	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Review and Customize	<ul style="list-style-type: none"> Identify participant training material Examine participant training material Customize the instructional material to the local environmental conditions and specific needs of the batch of learners Develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners Create and distribute appropriate pre-training assignments as necessary Change training instructions to situational constraints such as variability in training experiences and ability levels 	MEP/N2608 PC8, PC9, PC10, PC12	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Provide Guidance	<ul style="list-style-type: none"> Identify students facing difficulties Provide additional guidance to help learners fit the learning material to their training needs 	MEP/N2608 PC11,	Classroom lecture/Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	7 Theory (02:00) Practical (05:00)
		Record Management	<ul style="list-style-type: none"> Demonstrate training organisations system policies and procedures Discuss organizational record-management systems and reporting requirements 	MEP/N2608 KU1, KU2	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Health and Safety	<ul style="list-style-type: none"> Identify health safety issues relating to delivery of competency-based training Perform a health and safety program Summarise environmental issues relating to delivery of competency-based training Assess environmental issues and ways to prevent them 	MEP/N2608 KU3,	Classroom lecture/Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Waste Management	<ul style="list-style-type: none"> Inspect the work area Demonstrate waste and dangerous materials disposal procedures and practices 	MEP/N2608 KU4, KU5	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	7 Theory (03:00) Practical (04:00)
		Recording and Reporting	<ul style="list-style-type: none"> Discuss procedures for the recording, reporting and maintenance of workplace equipment Demonstrate the procedure of recording and reporting Practice the maintenance of workplace equipment 	MEP/N2608 KU6	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Principles and Practices	<ul style="list-style-type: none"> Discuss the principles and practices of learning needs analysis for individuals State the principles underpinning the development of learning and development programmes Describe the principles, theories and contemporary practices of instructional design Identify copyright and its effect on the design, and development of learning resources 	MEP/N2608 KU7, KU8, KU9, KU10	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Literacy Skills	<ul style="list-style-type: none"> Implement the knowledge of QP-NOS information Collect information from a range of sources to identify and respond to learner needs, goals, skills and learning styles research current issues 	MEP/N2608 GS1	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	7 Theory (03:00) Practical (04:00)
		Effective Communication	<ul style="list-style-type: none"> Demonstrate communication and interpersonal skills Demonstrate language skills to hypothesise, plan and influence others 	MEP/N2608 GS2, GS3	Classroom lecture/Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
		Observation Skills	<ul style="list-style-type: none"> Evaluate learner progress monitor group and individual interactions Solve conflict/ behavioural difficulties Recognise learner cues related to concerns/ difficulties in learning Assess learner readiness for assessment/new areas of learning 	MEP/N2608 GS4	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	7 Theory (03:00) Practical (04:00)
		Problem Solving Skills	<ul style="list-style-type: none"> Identify the problems that needs to be addressed Modify strategies and address learning barriers reliably evaluate alternative solutions 	MEP/N2608 GS9	Classroom lecture/Practical Activities/ Role Play	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)

		Evaluation and Reflection	<ul style="list-style-type: none"> Identify gaps in skills or knowledge systematically evaluate own or others' practice to improve performance or understanding Analyze systematically personal work practices to improve performance Identify gaps in skills or knowledge ask critical questions about performance, problems, methods used and learner success 	MEP/N2608 GS10, GS11	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster	8 Theory (03:00) Practical (05:00)
8	Identify new program for training	Collection of Data	<ul style="list-style-type: none"> Describe the ways of collecting data on skill gaps, employment opportunities and training needs Prepare a questionnaire for training need assessment survey Analyse the collected data to prepare a sample report on the training needs of people from different geographical regions 	MEP/N2609	Classroom lecture/Lab Session/ Practical Activities	Computer, projector, white board/ flip chart, marker and duster, internet connection	8 Theory (04:00) Practical (04:00)
		Recruitment Process	<ul style="list-style-type: none"> Practice searching online recruitment platforms to identify training needs. Identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed Organise a meeting with the HR/ recruitment officers and seek information about vacancies and skill gap in the organisation Check if the training requirement of all walk-in, telephonic and email queries are recorded 	MEP/N2609 PC1, PC2, PC6, KU9	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster, internet connection	8 Theory (03:00) Practical (05:00)

			<ul style="list-style-type: none"> Summarise the needs of the various stakeholders of the skills ecosystem in our country 				
		Training Organisation	<ul style="list-style-type: none"> Identify areas where training organisation can provide solutions to the organisation Collect feedback from local population on what training programs would they be willing to apply for through surveys Identify the potential volumes of all new courses identified by considering similar target population in the local area Collect and share information regarding new courses that can be potentially run along with potential numbers with management Discuss training organisations system policies and procedures Arrange for a discussion session with HR teams on organisational manpower requirements 	MEP/N2609 PC4, PC5, PC7, PC8, KU1, GS5	Classroom lecture/Practical Activities	Computer, projector, white board/ flip chart, marker and duster, internet connection	8 Theory (04:00) Practical (04:00)
		Health and Safety	<ul style="list-style-type: none"> Identify health and safety issues relating to delivery of competency-based training Discuss health and safety issues Identify environment issues relating to delivery of competency-based training 	MEP/N2609 KU3	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, projector, white board/ flip chart, marker and duster, internet connection	8 Theory (04:00) Practical (04:00)

		Waste Disposal	<ul style="list-style-type: none"> Perform inspection of the work area Comply with procedures and practices while inspecting the area Demonstrate waste and dangerous materials disposal procedures and practices 	MEP/N2609 KU4, KU5	Classroom lecture/Practical Activities/PowerPoint Presentation	Computer, projector, white board/flip chart, marker and duster, internet connection	8 Theory (04:00) Practical (04:00)
		General Skills	<ul style="list-style-type: none"> Create and fill training needs survey form Practise writing e-mails Demonstrate the process of reading e-mails, reports, survey forms, etc. Collect feedback from organisations and potential learners on the training requirements Report the information obtained with business heads following established organisational communication channels Identify potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs 	MEP/N2609 GS1, GS2, GS3, GS4, GS6, GS14	Classroom lecture/Practical Activities	Computer, projector, white board/flip chart, marker and duster, internet connection	8 Theory (03:00) Practical (05:00)
9	Workplace safety, rescue and first aid	Health and Safety Practices	<ul style="list-style-type: none"> Identify first aid box items and their use List situations that may lead to accidents at the workplace and ways to prevent them Describe the steps of emergency procedures during accidents/fire or other hazards Identify safety signs Classify the various fire extinguishers for different types of fires Demonstrate appropriate first aid in different situations Practice emergency evacuation drills Demonstrate the use of fire extinguishers 	MEP/N9911 PC1, PC2, KU8	Classroom lecture/Practical Activities/Role Play/PowerPoint Presentation	Computer, printer, projector, white board/flip chart, marker and duster, personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C, D & K fires:	4 Theory (02:00) Practical (02:00)

			<ul style="list-style-type: none"> Plan for a safe working environment and adhere to risk management strategies for clients, colleagues and others Identify, control and report health and safety issues relating to immediate work environment according to procedures Evaluate the effectiveness of relevant Occupational Health and Safety (OHS) regulations 			extinguishers may contain water, sand, foam, dry powder, CO ₂ , or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer)	
		Maintain a Healthy and Hygienic Environment	<ul style="list-style-type: none"> Describe personal hygiene practices Demonstrate personal hygiene features to be followed at the workplace Practice maintaining the training and assessment area in a clean and tidy condition Analyze and respond appropriately to learners who require assistance with personal care or hygiene Check if all learners or candidates follow personal hygiene and grooming standards as required Provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses 	MEP/N9911 PC11, PC12, PC13, PC14	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, printer, projector, white board/ flip chart, marker and duster, personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C, D & K fires: extinguishers may contain water, sand, foam, dry powder, CO ₂ , or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves,	8 Theory (01:00) Practical (07:00)

						scissors, anti-septic wipes, thermometer)	
		Maintain a Safe Environment and Dealing with Emergency Situation	<ul style="list-style-type: none"> Recognise health and safety related hazards in the training and assessment area Comply with procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies Report all hazards, accidents and near-miss incidents as per set process Plan appropriate steps, if required, to maintain personal safety of self and others Assess emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility Demonstrate emergency procedures correctly in accordance with school/centre procedures Practice seeking assistance promptly from colleagues and/or other authorities where appropriate Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms Summarise general health and safety guidelines Demonstrate the general health and safety guidelines to learners 	MEP/N9911 PC5, PC6, PC7, PC10, PC16, PC17, PC18, PC19, GS1, GS3	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, printer, projector, white board/ flip chart, marker and duster, personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C, D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer)	3 Theory (01:00) Practical (02:00)

10	Principles of Professional Practice	Maintain a Professional Image	<ul style="list-style-type: none"> • Discuss the importance of having a professional appearance at workplace • Compare appropriate and inappropriate business attire • Discuss personal and professional goals • Describe the importance of continuous learning and developing professional development plan • Describe the policies related to non-discrimination and rights of the clients • Develop a personal action plan to improve professional appearance • Demonstrate aspects of professional behaviour in different situations • Prepare a plan to work on personal and professional goals and development • Discuss the appropriate professional appearance for the workplace • Communicate with team members, clients, vendors, visitors and other stakeholders in a professional manner • Demonstrate professional appearance and behaviour to all internal and external clients 	MEP/N9912 PC1, PC2, GS14	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, printer, projector, white board/ flip chart, marker and duster	8 Theory (02:00) Practical (06:00)
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		Maintain and Enhance Professional Competence	<ul style="list-style-type: none"> • Compare unethical conduct, inappropriate behaviour and harassment in a workplace • Describe situations that may lead to conflict of interest • Discuss ways to avoid and resolve conflicts • Devise strategies for handling unethical conduct, inappropriate behaviour and harassment in a workplace • Develop personal and professional goals and objectives • Identify strengths and weaknesses in relation to goals and objectives • Determine personal development needs to perform role as per desired standards • Develop a professional development plan to enhance professional capabilities • Evaluate a professional practice plan designed to support the achievement of goals • Summarise the importance of discipline and ethics in a professional workplace 	MEP/N9912 PC3, PC4, PC6, PC7, PC8, KU15	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, printer, projector, white board/ flip chart, marker and duster	8 Theory (01:00) Practical (07:00)
		Work in a Disciplined and Ethical Manner	<ul style="list-style-type: none"> • Perform tasks to the required workplace standard • Demonstrate the act of managing duties accurately, systematically and within required timeframes • Comply with organisational policies • Practice protecting the rights of the client and organisation when delivering services 	MEP/N9912 PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20	Classroom lecture/Practical Activities/ Role Play/ PowerPoint Presentation	Computer, printer, projector, white board/ flip chart, marker and duster	3 Theory (01:00) Practical (02:00)

			<ul style="list-style-type: none"> • Check if services are delivered equally to all clients regardless of personal and cultural beliefs • Recognise potential ethical issues in the workplace and discuss with an appropriate person • Recognise unethical conduct and report to an appropriate person • Perform duties within an agreed ethical code of practice 				
Total							Theory 240.00 Practical 360.00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Master Trainer	
Job Role	Master Trainer
Qualification Pack	MEP/Q2602, V 1.0
Sector Skill Council	Management, Entrepreneurship & Professional Skills

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

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness	PC1. obtain the competencies, occupational standards and performance criteria for trainers from authorized source	100	4	2	2
	PC2. share occupational standards and performance criteria with trainers and resolve any queries or clarification that they have with respect to the same		5	2	3
	PC3. obtain and extract relevant information from the training calendar of trainers whose performance is to be evaluated in advance		4	2	2
	PC4. create and share trainer performance observation schedule with administration and respective trainers in advance		5	2	3
	PC5. observe a training session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be		5	2	3
	PC6. validate the observations and evidence of achievement of occupational standards by discussing with the trainer after training session		5	2	3

	PC7. obtain and analyse data pertaining to various trainer performance indicators to identify performance level of the trainers		5	2	3
	PC8. interview the trainers and obtain information about the problems they face		5	2	3
	PC9. identify areas of development for trainers based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment		3	1	2
	PC10. document results of trainer performance evaluation in prescribed format of the training organisation		5	2	3
	PC11. Provide feedback to the respective trainers and resolve their queries regarding the same		5	2	3
	PC12. establish parameters that are important to ensure training effectiveness of training program		4	2	2
	PC13. identify the data and information required, and access sources of information		4	1	3
	PC14. collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation		5	2	3
	PC15. identify and record potentially useful information that is not identified in the evaluation plan		3	1	2
	PC16. analyse the data and information to identify the effectiveness of the training program as per the parameters selected		4	1	3
	PC17. cross-check findings where possible by comparing with the results from different evaluation sources		4	2	2
	PC18. develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected		5	2	3
	PC19. compare data and information with earlier data and information for same parameters and identify trends		4	2	2
	PC20. document areas of training program that are satisfactory and those requiring improvement		4	1	3
	PC21. identify factors affecting performance and suggest possible enhancements or alternatives to the training program		3	1	2
	PC22. document recommendations to stakeholders on areas of possible improvement in the prescribed format		4	2	2
	PC23. present the recommendations to stakeholders		5	2	3
		Total	100	40	60
MEP/N2606 Plan and facilitate trainer development	PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer	100	4	2	2
	PC2. identify various methods that are best suited for the training needs		4	2	2
	PC3. list available learning and development resources and constraints		4	2	2
	PC4. select the methods best suited for the training needs that can be applied within the available resources and constraints		4	2	2
	PC5. prepare a training plan and schedule that fits in the trainer schedule without disrupting work		4	2	2

	PC6.have the training materials developed with the help of content development team		4	2	2
	PC7.share the training plan and schedule with all stakeholders		4	2	2
	PC8.prepare and implement a monitoring plan to ensure all trainers undergo the development plan		5	2	3
	PC9.receive or finalise calendar for trainer training from authorised source		5	2	3
	PC10.confirm availability to the organisers for the training session		3	1	2
	PC11.study profile of candidates coming for training to identify special training requirements if any		5	2	3
	PC12.receive session plan, occupational standards and training materials for training provided by authorised source		5	2	3
	PC13.facilitate trainer training program as per the program design provided		4	1	3
	PC14.conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc.		5	2	3
	PC15.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met		3	1	2
	PC16.adjust the delivery sessions to reflect specific needs and circumstances		4	1	3
	PC17.provide additional assistance to individual trainers as required to achieve session outcomes		4	2	2
	PC18.maintain and store learner records according to organisational requirements		5	2	3
	PC19.monitor the cleanliness and tidiness of the training room		4	1	3
	PC20.notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel		4	1	3
	PC21.securing equipment and tools in safe places in accordance with procedures		3	1	2
	PC22.ensure that training equipment and tools are used and left in good condition		5	2	3
	PC23.complete learner records accurately and submit or process and in the required timeframes		4	1	3
		Total	100	40	60
MEP/N2607 Conduct trainings that require advanced facilitation skills	PC1. discuss learning outcomes with group and identify possible learning barriers and support required to address them	100	5	2	3
	PC2. facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies		6	2	4
	PC3. use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes		5	2	3
	PC4. observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum		6	2	4

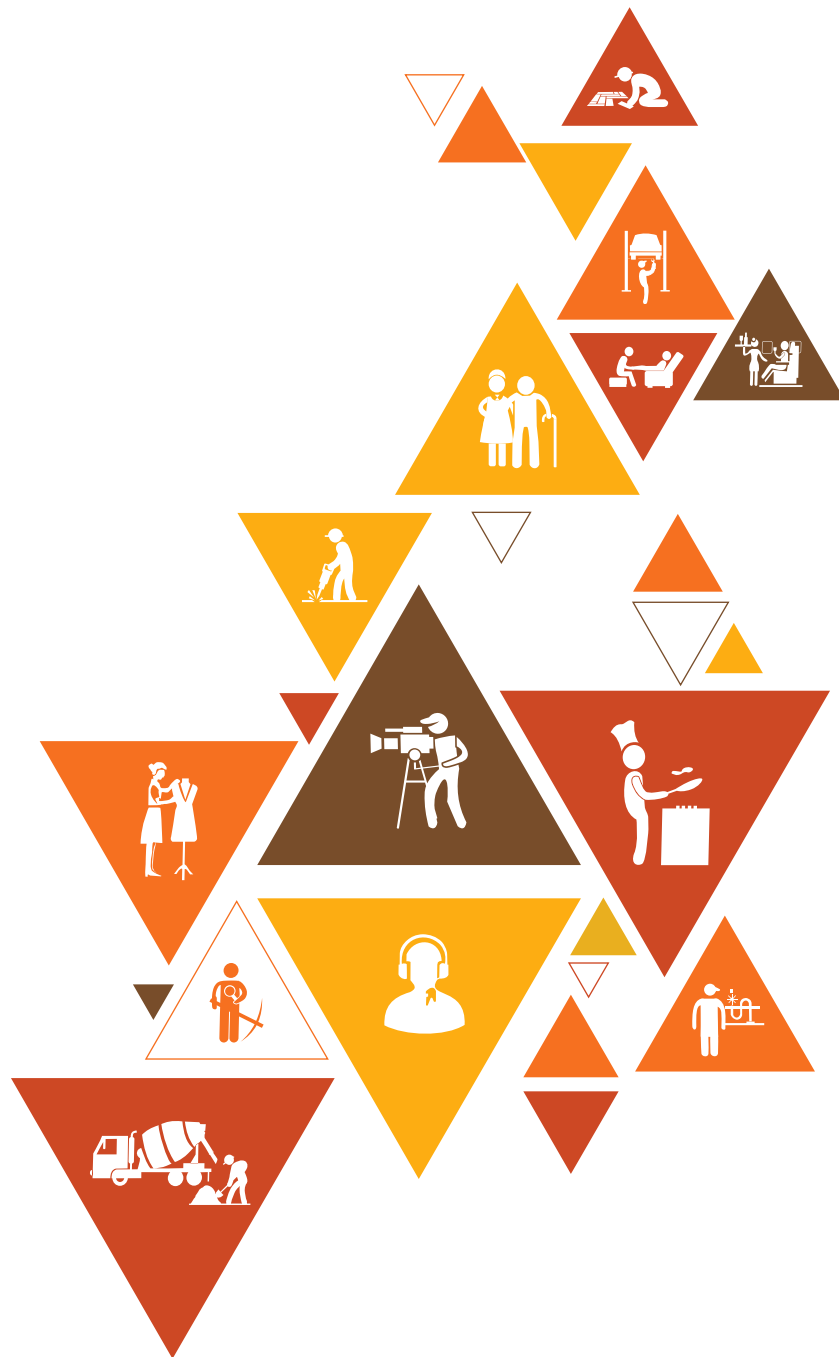
	PC5. integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices		6	2	4
	PC6. manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members		7	2	5
	PC7. modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints		5	2	3
	PC8. create opportunities to monitor learner's progress against the agreed outcomes		5	2	3
	PC9. carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences.		5	2	3
	PC10. enable learners to develop or use the concepts highlighted in a training session		5	2	3
	PC11. enable learners to complete individual and group learning activities including case studies, games, simulations etc.		5	2	3
	PC12. help participants identify key learning points that emerge from learning activities		5	2	3
	PC13. provide participants feedback by reinforcing correct responses and assisting when incorrect.		5	2	3
	PC14. facilitate participants in identifying the use or application of the learning at their workplace		6	2	4
	PC15. include participants in moderate risk activities and decision making		6	3	3
	PC16. generate active participant involvement by various strategies:		6	3	3
	PC17. emphasize positive learning by clarifying the outcomes associated with completed training		6	3	3
	PC18. encourage participants to share their experience to enable them to actively contribute to training		6	3	3
		Total	100	40	60
MEP/N2608 Customize training program as per special requirements of learners and local environment	PC1. identify environmental conditions and their potential impact on training practice	100	8	3	5
	PC2. research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles		8	3	5
	PC3. analyse the factors that influence individual learning needs, preferences and styles		8	3	5
	PC1. identify specific learning gaps of the batch of learners that have not been catered to in the training material received		8	3	5
	PC2. develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles		8	3	5

	PC3. design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment		8	3	5
	PC4. adjust training design and session plan to accommodate large differences amongst the learners		8	3	5
	PC5. review participant training material and customize the instructional material to the local environmental conditions and specific needs of the batch of learners		8	3	5
	PC6. develop learning objectives, training plan and training materials for bridge courses for learning gaps identified for batch of learners		9	4	5
	PC7. create and distribute appropriate pre-training assignments as necessary		9	4	5
	PC8. provide additional guidance to help learners fit the learning material to their training needs		9	4	5
	PC9. customize training instructions to situational constraints such as variability in training experiences and ability levels.		9	4	5
		Total	100	40	60
MEP/N2609 Identify new programs for training	PC1. identify organisations in local area that would be interested in recruiting the learners being trained after their certification has been completed	100	13	5	8
	PC2. meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation		13	5	8
	PC3. identify emerging technologies, and trends, in the industry area that may affect the organisation's operations		12	5	7
	PC4. identify areas where training organisation can provide solutions to the organisation		13	5	8
	PC5. obtain feedback from local population on what training programs would they be willing to apply for through surveys		13	5	8
	PC6. ensure that the training requirement of all walk-in. telephonic and email queries are recorded		12	5	7
	PC7. identify the potential volumes of all new courses identified by considering similar target population in the local area		12	5	7
	PC8. share information regarding new courses that can be potentially run along with potential numbers with management		12	5	7
		Total	100	40	60
MEP/N9912 Apply principles of professional practice at the workplace	PC1. display appropriate professional appearance for the workplace	100	3	1	2
	PC2. interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3. develop personal and professional goals and objectives		3	1	2
	PC4. identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5. evaluate own capacity to meet goals and objectives		3	1	2
	PC6. determine personal development needs to perform role as per desired standards		3	1	2
	PC7. develop a professional development plan to enhance professional capabilities		4	1	3

	PC8.document a professional practice plan designed to support the achievement of goals		3	1	2
	PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice		3	1	2
	PC10.research developments and trends impacting on professional practice and integrate information into work performance		3	1	2
	PC11.invite peers and others to observe, and provide feedback, on own performance and practices		3	1	2
	PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance		3	1	2
	PC13.perform tasks to the required workplace standard		5	2	3
	PC14.complete duties accurately, systematically and within required timeframes		3	1	2
	PC15.follow organisational policies		3	1	2
	PC16.protect the rights of the client and organisation when delivering services		4	1	3
	PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs		3	1	2
	PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person		4	2	2
	PC19.recognise unethical conduct and report to an appropriate person		3	1	2
	PC20.operate within an agreed ethical code of practice		4	2	2
	PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality		3	1	2
	PC22.identify and obtain clarity regarding organisational, team and own goals		3	1	2
	PC23.prioritise tasks at work as per organisational, team and own goals		5	2	3
	PC24.plan to meet team performance targets and standards		4	2	2
	PC25.monitor own and team performance as per agreed plan		3	1	2
	PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines		3	1	2
	PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes		4	2	2
	PC28.recognise, avoid and/or address any conflict of interest		3	1	2
	PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours		3	1	2
	PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy		3	1	2
		Total	100	36	64

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







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