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

MEPSC
Management & Entrepreneurship and Professional Skills Council

Facilitator Guide

Sector
Management, Entrepreneurship & Professional Skills

Sub-Sector
Training and Assessment

Occupation
Assessment

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Lead Assessor

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Address: F - 04, First Floor, Plot No - 212, Okhla Phase III, New Delhi - 110 020, India

Email: info@mepsc.in

Website: www.mepsc.in

Phone: 011- 24645100

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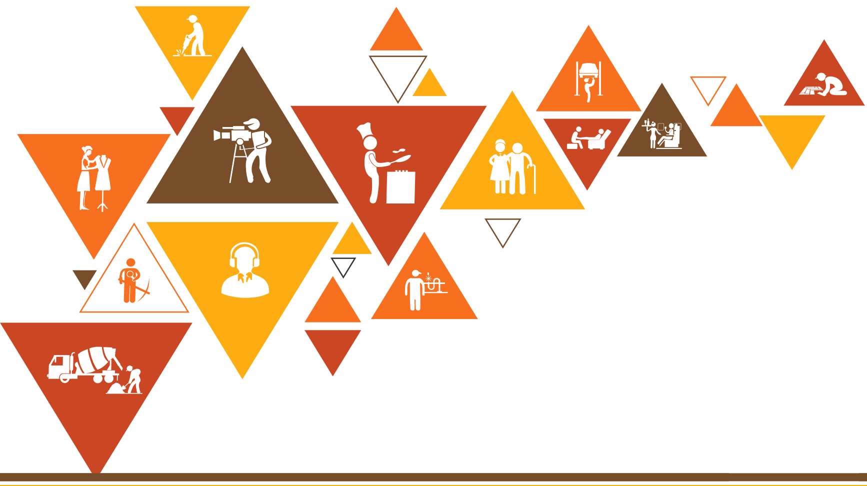
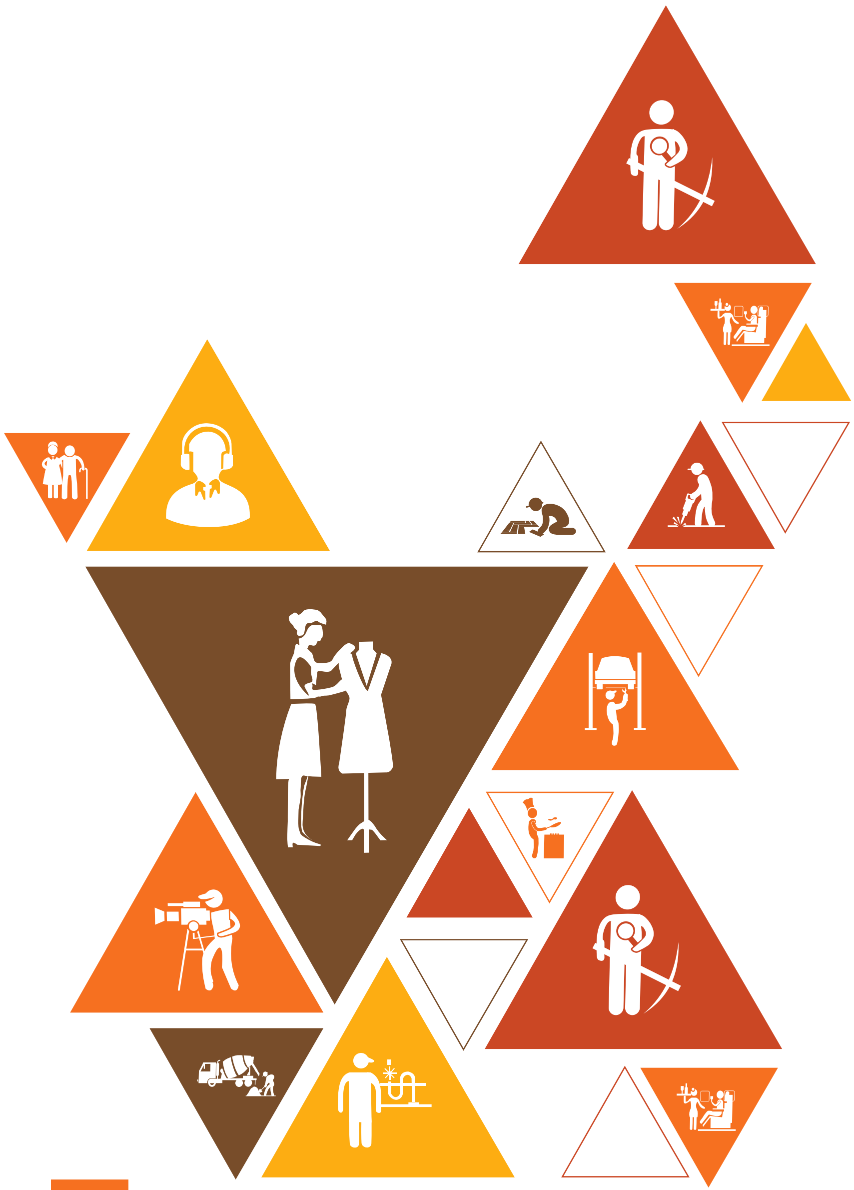


Skilling is building a better India.
If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi
Prime Minister of India



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.

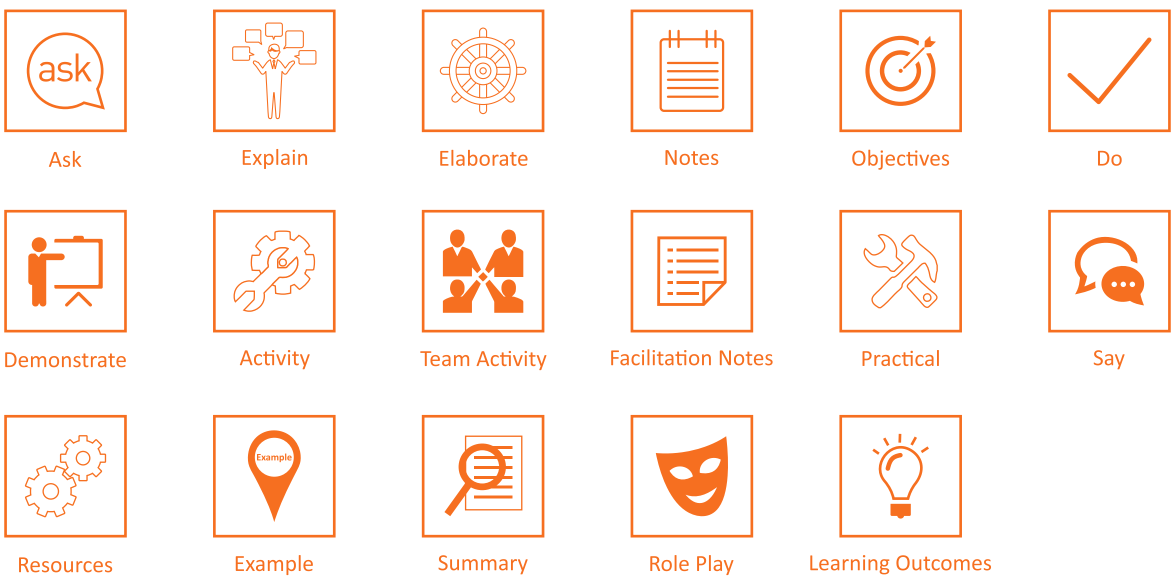
About this Guide

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 “Lead Assessor” in the Management and Entrepreneurship Sector.

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

1. MEP/N2602 Deliver competency based, instructor-led training sessions as per session plan
2. MEP/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness
3. MEP/N2704 Plan and facilitate assessor development
4. MEP/N2705 Mobilize assessors and support in their recruitment and onboarding
5. MEP/N9911 Apply health and safety practices applicable in training
6. MEP/N9912 Apply principal of professional practice at the workplace

Symbols Used



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1. Introduction to Skill India and the Role of Lead Assessor

Key Learning Outcomes

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

1. Discuss the need for training lead assessors
2. Compare between various domains in training and assessment
3. Design the various types of assessments
4. Identify the job responsibilities of a lead assessor
5. Recognise the basic skill set and personal attributes required in a lead assessor

Unit 1.1: Need for Lead Assessors

Unit Objectives

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

1. Identify the need for training of a Lead Assessor
2. Identify the various sub-domains in the training and assessment process

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

Note

This session of the program will give us a brief introduction to the Training and Assessment sector, the types of assessment available, assessment tools and methodologies, etc.

Say

Good day and a very warm welcome to the training program of 'Lead Assessor'. I would request all of you to introduce yourselves to the class, before we begin the training session. I would also like to know what do you understand of the job role of a Lead Assessor

Elaborate

In this session, we will discuss the following points:

- The Government emphasizes on the training need of Lead Assessors, as it will help prepare need based training sessions.
- Need for training of lead assessors
- The different domains in training and assessment are –
    - Cognitive -It is related to intellectual skills and knowledge
    - Affective- It pertains to emotional intelligence and attitude
    - Psychomotor- It is related to manual skills involving physical labour
- An assessment is a series of exercises and/or tests conducted by a trainer/assessor. The performance of each candidate is evaluated to determine the scope of learning needs.
- Diagnostic assessment is a type of pre-assessment that allows a teacher to determine the individual strengths, weaknesses, knowledge and skills possessed by a student.
- Formative assessment is conducted to determine the learning needs of a student. It helps a trainer provide necessary feedback.

- Summative assessment refers to the assessment of participants where the focus in on the outcome of a program. The Summative assessment consists of standardized tests conducted by organizations.
- Confirmative assessment is the process of collecting, examining and interpreting data. It also assesses the continuing competence of the learners and the efficacy of instructional materials.
- This type of assessment evaluates the performance of a learner against pre-determined criteria. It assesses the curriculum taught as well as the skills possessed by a learner.
- This kind of assessment evaluates the performance of a learner against previous performances.

Say

Let us now participate in an activity to understand the job roles/irresponsibleness of Lead Assessor

Activity

Divide the whole class in groups of four traineesTell them that you will conduct a quiz session in class

- Ask the members of two groups to list various sub-domains in the Training and Assessment processes
- The other groups will make a list of various assessment types
- Ask them to jot down their answers in a A4 sheet
- The answer should be written in the form of a list or table
- After the completion of the task, ask each group to exchange their answer sheets
- Discuss the answers provided by each group

Activity	Duration	Resources Used
Practice session based activity	60 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add to what they talk about
- Ensure that all students participate in the class

Notes for Facilitation

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

Unit 1.2: Job Responsibilities of a Lead Assessor

Unit Objectives

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

1. Identify the functions of lead assessor
2. Recognise the basic skill set of a lead assessor

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Note

This session of the program, will give us a clear idea on the functions and basic skill set and personal attributes of a lead assessor.

Say

Good day and a very warm welcome to the training program of 'Lead Assessor'. In this session, we will get to learn regarding the different job responsibilities of Lead Assessor.

Ask

Ask the participants the following question:

- Can anyone tell us a few functions of a Lead Assessor?
- In this session, we will learn about the different types of assessments. An assessment is a series of exercises and/or tests conducted by a trainer/assessor. The performance of each candidate in measured via the assessments to determine the scope of learning needs.

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Lead assessor's functions:
    - Establish systems to standardise assessment, in addition to plans for internal moderation

  - Screening and hiring assessors and trainers for learning centres
  - Check for consistency within the assessment records
  - Co-ordinate assessor meetings
  - Act as a reference point in cases where there is doubt in the interpretation of assessment requirements or learning outcomes
  - Create assessment tools
- Classroom responsibilities include:
  - Conducting Performance Review, Mentoring and Coaching sessions for Assessors/Trainers and
  - facilitators by referring to the Instruction Manual and other relevant materials
  - Preparing Training Delivery Plan, Session Plan, Assessment Criteria and Curriculum by the stipulated directions
- Leadership and Mentoring responsibilities include:
  - Training and developing the skills of older people
  - Identifying and catering to special learning needs of Trainers
  - Communicating effectively with peers, trainees and supervisors
- Skill Set and Personal Attributes:
  - In-depth and detailed knowledge level of the technical/vocational domain
  - Superlative interpersonal skills
  - Effective team player
  - Passionate about quality adherence
  - Enthusiastic about the continual up skilling and development of oneself and others
  - Well organised methods of recording and reporting
  - Basic ability to use audio-visual learning tools
  - General physical fitness

Say

In this session, we shall expand our knowledge further regarding the purpose of conducting various types of assessment. We shall also discuss regarding the importance of leadership and leadership roles.

Activity

In this session, you will divide the class into two groups

- After the groups are formed, you will give both the groups a selected topic to write on
- The topic for this session will be on:
  - Specific Assessment Activities
  - Leadership and Mentoring Responsibilities
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, it is your responsibility to collect all the charts and evaluate them

Activity	Duration	Resources Used
Chart Paper based activity	60 minutes	Participant handbook, chart papers, whiteboard, markers (blue, black), duster, notebook, and pen

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add to what they talk about
- Ensure that all students participate in the class

Notes for Facilitation

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

PHB Answers

1. C) Infrastructure
2. A) Physical (please change the option in the PHB; it has been marked)
3. B) Initial
4. B) Summative
5. C) Standardize

2. Competency Based Classroom Training Sessions

Unit 2.1 - Principles of Adult Learning

Unit 2.2 - Factors that Affect Adult Learning

Unit 2.3 - Maintain a Positive Learning Environment

Unit 2.4 - Implementing Program Delivery

Unit 2.5 - Training Delivery Methods, Processes and Facilitation Techniques

Unit 2.6 - Various Ways to Handle Inappropriate Behaviour

Unit 2.7 - Monitoring and Documenting Learning Progress

Unit 2.8 - Importance of Ensuring Safety, Hygiene, Tidiness

MEP/N2602

Key Learning Outcomes

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

1. State the principles of adult learning
2. Identify the factors that affect learning in adult learners
3. Analyse the importance of a positive learning environment
4. Describe session delivery plans and facilitation guides
5. Implement training delivery methods and facilitation techniques
6. Practice how to handle inappropriate behaviour
7. Identify the apt methods of providing learners with feedback
8. Implement safety, hygiene, tidiness in the classroom

Unit 2.1: Principles of Adult Learning

Unit Objectives

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

1. Identify the principles of adult learning
2. Apply the principles of adult learning in training delivery

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Note

This session of the program will teach us about types of adult learning.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss the importance of adult learning and understand how a positive environment can facilitate learning.

Ask

Ask the participants the following question:

- What is the difference between adult learners and young learners?
- What is the difference between 'andragogy' and 'pedagogy'?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Adult learning is based in the following principles as below:
  - Previous learning experience
  - Readiness to learn

- Practical reasons to learn
- Driven by internal motivation

- The principles of Andragogy are:
  - Adults need to have a say in their learning methodology
  - Adult learning should emphasize on the skills and knowledge acquired from their past experiences
  - Adult learning should concentrate more on contemporary issues based on their personal and professional life
- Adult learning is based in the following principles as below:
  - Previous learning experience
  - Readiness to learn
  - Practical reasons to learn
  - Driven by internal motivation
- The principles of Andragogy are:
  - Adults need to have a say in their learning methodology
  - Adult learning should emphasize on the skills and knowledge acquired from their experiences
  - Adult learning should concentrate more on contemporary issues based on their personal and professional life
- Experiential learning – This type of learning is learner-centric and functions on the basis that the ideal way for adults to learn is by experience, i.e. 'learning by doing.'
- Participatory learning – This type of training is participant centred. The training has its basis in the specific needs of participants as put forth by them. Participatory training needs to foster a learning environment where learners' experiences, as well as the learners themselves, feel valued.
- The following more popular participatory training methods used:
  - Case Study
  - Lecture
  - Simulation
  - Role Play
  - Learning Games

Say

- We will participate in a group discussion based activity session to enhance our understanding of the principles of adult learning.

Activity

- Ask the trainees to identify the various principles of adult learning and explain their importance
- Ask them to cite live examples supporting the explanation
- Initiate group discussion based on the topic
- Allocate marks based on the performance of each group

Activity	Duration	Resources Used
Group Discussion	As per your discretion	Participant handbook, mic (if required), loudspeaker, whiteboard, markers (blue, black), duster, notebook, and pen.

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 2.2: Factors that Affect Adult Learning

Unit Objectives

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

1. Inspect the factors that potentially affect adult learning
2. Employ methods to overcome barriers to adult learning

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Note

This session of the program will teach us about session delivery plans, facilitation guides, commonly used training delivery methods and basic facilitation techniques.

Say

- Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss about the various factors that potentially affect adult learning and methods to overcome barriers to adult learning.

Ask

- What are the Barriers to Adult Learning?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Some of the sources that motivate adult learning:
    - Social welfare
    - Social relationships
    - Cognitive interest

  - Personal advancement
  - External expectations
  - Escape/Stimulation
- Some of the factors that acts as barrier to adults learning are as follows:
  - The effects of aging, such as loss of vision and hearing, affect the capacity of learning in adults
  - Pain and fatigue often accompany chronic and acute illnesses leaving adults with little motivation to learn
  - Changes in personal lives such as marriage, parenthood, etc. can also affect the rate of adult learning
  - Failing to introspect the opportunities brought through new ways of learning
- Some of the ways to overcome the learning barriers have been discussed below:
  - Adult learners of any age can succeed in their learning pursuits if they are provided with the required opportunity and assistance
  - The educators should create a safe and supportive learning environment
  - Adult educators should use open-ended questions that will invite participation in a positive learning atmosphere
- Using interactive learning approaches such as webinars can facilitate learning

Activity

- Ask the trainees to identify the various barriers faced during adult learning
- Initiate group discussion based on the topic
- Allocate marks based on the performance of each group

Activity	Duration	Resources Used
Group Discussion	As per your discretion	Participant handbook, mic (if required), loudspeaker, whiteboard, markers (blue, black), duster, notebook, and pen.

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage peer learning in the class
- Answer all the doubts to the participants

Unit 2.3: Maintain a Positive Learning Environment

Unit Objectives

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

1. Analyse the concept of andragogy
2. Manage a positive environment
3. Use interactive learning approaches

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program will teach us about adult learning, factors affecting the learning process, methods to overcome the barriers to adult learning and interactive learning approaches.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss the concept of andragogy and learn to manage a positive environment in the classroom.

Ask

Ask the participants the following questions:

- Why does an assessor/trainer need to create a positive learning environment?
- What are the various interactive learning approaches?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Features of a positive learning environment include open communication, shared learning experiences and trust.

- Successful adult education or andragogy uses a dynamic that incorporates the vast experience and knowledge those adults bring to the classroom, in order to facilitate the learning process of all the learners.
- Trainers do this by assigning projects and leading discussions that merge valuable experience together with new information
- Some basic guidelines that instructors should follow to create and maintain a positive learning environment include:
    - Set meaningful and clear expectations for adult learners
    - Treat learners as adults and identify their existing experience and skills
    - Address mistakes respectfully and privately
- The following are some examples of interactive learning approaches:
    - Think-Pair-Share
    - Questioning purposefully
    - Classroom demonstrations
    - Role-plays
- Summative assessment plays a critical role in the information gathering process. By conducting different kinds of summative assessment, the teacher can keep track of the learner's progress.
- Some of the different types of summative assessment have been discussed below:
    - Performance task
    - Written product
    - Standardized test

Say

We will participate in a role-play based activity session to understand the usages of various interactive learning approaches.

Activity

- Announce to the class that there will be a Think– Pair– Share activity.
- Give out a few questions to the class.
- Divide the learner into pairs and ask them to discuss the question and come to some resolution or conclusion.
- The topics can be like:
    - Requirement of summative assessment strategies
    - Methods to help adult learner overcome their inhibition of learning at a mature age
    - Subjecting the principles of andragogy in the teaching process
- Ask each learner pair (after the discussion) to share their conclusions with the entire class
- For large classes, choose a certain number of pairs, depending on the time in hand.

Activity	Duration	Resources Used
Think– Pair– Share	As per your discretion	Participant handbook, whiteboard, markers (blue, black), duster, notebook, and pen

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage other participants to answer
- Encourage peer learning in the class

Unit 2.4: Implementing Program Delivery

Unit Objectives

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

1. Design session delivery plans
2. Prepare facilitation guides

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program will teach us about session delivery plans, facilitation guides and tips on delivering course.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shalldiscuss about the session delivery plans and facilitation guides.

Ask

Ask the participants the following questions:

- What do you understand by session delivery plans?
- How are facilitation guides used by a trainer?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

- A learning plan or a training session plan is a structured description of the resources and activities a trainer uses to guide a set of learners toward a specific learning objective
- It has details of the subject matter to be taught, the duration of each section, the instruction methods for each topic covered, and the procedures to be used to gauge whether the learners have grasped what they were taught
- The trainer needs to conduct each session in accordance with the session plan, adapting where necessary to meet learner's needs
- Learning plan or training session plan is a systematic list of resources and activities. It is used to highlight the essential facts and learning objectives to a group of students. A session plan helps in highlighting the learning needs and goals
- The session plan helps the lead assessor analyse the possible questions or arguments that may arise from classroom discussion
- It is a good way to determine how much time each session should take
- Steps for Developing Session Delivery Plan are:
    - Define Learning Objectives
    - Clarify Important Topics and Related Concepts
    - Organize the Material
    - Evaluation of Learners
    - Concentrate on Timing
- The Training Module Facilitator's Guide (FG) is a document that outlines information for the trainer/ facilitator. This information regards the manner in which to prepare in order to offer professional development as well as the correct manner in which to train large groups
- These guides should be equipped with sufficient information about the content of the session, in addition to the delivery instructions
- The developer needs to provide as much information as possible on the subject to allow the facilitator to make relevant responses to participant questions. The guide must include:
    - Purpose of the program
    - Background information about the program
    - Overall objectives of the program
    - Program agenda
    - Reference materials
    - Key points to emphasize about the content
- The trainer must be aware of the icons present in a Facilitator Guide

Say

Did you find this activity informative? I hope you all enjoyed this session today. Now, we are going to take part in another activity where we shall learn how to develop a training delivery plan.

Activity

- Tell the trainees that they have to create a session delivery plan
- Give the trainees a number of job roles
- The job roles can be as per their discretion
- Inform them that they may use the internet for research
- Tell them of their time limit by which they have to submit their work

Activity	Duration	Resources Used
Practice	As per your discretion	Participant handbook, internet, overhead projector, whiteboard, markers (blue, black), duster, notebook, and pen

Do

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

Notes for Facilitation

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

Unit 2.5: Training Delivery Methods, Processes and Facilitation Techniques

Unit Objectives

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

1. Identify commonly used training delivery methods
2. Employ basic facilitation techniques

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program will teach us about commonly used training delivery methods and basic facilitation techniques

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss about the various training methods.

Ask

Ask the participants the following questions:

- Name few interactive training delivery methods.
- Which training method helps to explore real job-related scenarios for adult learners?

Elaborate

In this session, we will discuss the following points:

- Lecture Method
    - The lecture is best suited for presenting an overall understanding of a topic
    - A number of variations in the lecture format give it scope to be more or less formal and/or interactive

- Group Discussion Method
  - The discussion method employs two-way communication between the trainer and the learners to enhance learning opportunities
  - The group discussion method gives the trainees a chance to be actively engaged in the content of the session, and consequently improves recall and use in the future
- Demonstrations method
  - This method involves establishing a concept via real-life specimens, models, objects, charts, slides, images and tools or equipment
  - Experiential learning is frequently an important component of this delivery method
  - Learners learn through active listening, taking notes and assessments
- Role Play
  - The role play method is a simulation of a single situation or event
  - Trainees who ‘act’ in the role play session are given an overall description of the situation they are to act out, a description of their roles and the issue in question
  - Once the session ends, it is important that the trainer summarizes and explain to the learners how the role-play/simulation/ mock helps to comprehend the concept that is being taught
- Case Studies
  - Adult learners tend to have a problem-oriented way of thinking when it comes to workplace training
  - Case studies are an ideal way to get the most out of this type of adult learning
  - exploring real job-related scenarios, learners can understand how to deal with similar situations
- Quizzes
  - During long, complex training, the trainer/facilitator should pause at intervals to administer brief quizzes on the information presented up to that point
- PowerPoint Presentations
  - Presentations are nowadays in the form of PowerPoint slides (done by Microsoft PowerPoint application) or Webinars
  - Methodology and tools to be used in the presentation based activities are described in the Facilitator Guide or Trainer’s Manual
- Facilitation is a technique used by trainers to help learners acquire, retain, and apply skills or knowledge
- Basic facilitation techniques are:
  - Setting Ground Rules
  - Active listening
  - Questioning
  - Brainstorming
  - Working in pairs or trios

Say

I hope you all enjoyed this session today. Now, we are going to take part in an activity where we shall learn about Group discussion.

Activity

- Ask the students to compare the following training delivery methods:
    - Lecture method
    - Case Study
    - Demonstration method
- Ask them to mention the pros and cons of each method.
- Ask them to note down their observations in a tabular format
- Allocate marks based on the performance of individual students

Activity	Duration	Resources Used
Practice activity	30 mins	Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

Ask them to note their observations in a tabular format as below:

Training methods	Characteristic	Pros	Cons
Lecture			
Case study			
Demonstration method			

Fig. 2.5.1: Training delivery observation

Notes for Facilitation

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

Unit 2.6: Various Ways to Handle Inappropriate Behaviour

Unit Objectives

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

1. Recognise inappropriate behaviour in a workplace
2. Practice how to deal with inappropriate behaviour in a professional manner

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program will teach us about ways of handling inappropriate behaviour at work place

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we shall learn about the importance of good behaviour and how it creates a positive learning environment.

Ask

Ask the participants the following questions:

- What are the probable inappropriate behaviour that can be faced at work?
- What is the solution for habitual absenteeism?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Some of the types of inappropriate behaviours are:
  - Excessive talking
  - Nonsensical behaviour
  - Abusing and harassing

- Excessive talking or know-it-all attitude
- Fighting or arguing
- Distracting or nonsensical behaviour
- Abusing and harassing
- Habitual absenteeism can disrupt the normal work process in an organization
- Importance of providing feedback on inappropriate behaviour
- Importance of completing learner records

Say

Let us understand practice how to deal with inappropriate behaviour in a professional manner

Activity

- You have been given few inappropriate behaviour scenarios at workplace
  - Arguing
  - Distracting
  - Harassing
- How will you handle each of the scenarios?
- Explain with appropriate examples

Activity	Duration (in mins)	Resources Used
Case study based activity session	75 minutes	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, overhead projector, white screen, etc.

Do

- Conduct a doubt clarification session, if needed
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 2.7: Monitoring and Documenting Learning Progress

Unit Objectives

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

1. Recognise the reasons to provide feedback to learners
2. Demonstrate methods to provide feedback to learners

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, scale and eraser.

Notes

This session of the program will teach us about the methods to provide feedback to learners

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we shall learn about the reasons to provide feedback to learners and demonstrate the methods to provide feedback to learners

Ask

Ask the participants the following questions:

- According to you, is feedback to learners important?
- Why is feedback important from a learner prospective?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Feedback acts as a vital feature of effective learning. It helps learners meaningfully grasp the subject being taught and offers them clear guidance on the manner in which to enhance their learning
- When provided appropriately, feedback guides the trainee in their learning process and offers them the direction needed to reach the goal or target of the lesson
- A Formative assessment is the kind of assessment done in the classroom during the learning process

- Features of Feedback
  - Amount – Feedback must provide learners with a guide regarding what to tackle next and what to focus on
  - Timing – Learners require getting feedback while there is still sufficient time for them to make use of it and achieve their target goal
  - Mode – Feedback can be given in various modes. It can be written, visual, oral or done via demonstration
  - Content – Feedback content may vary in clarity, function, focus, tone, and specificity. It is imperative that feedback is detailed and particular enough to be of value to the learner and offer them direction
- The importance of Learner records are as follows:
  - Training records are often used to choose staff assignments based on matching competencies
  - These records also play a part in setting goals in relation to enhancing skills
  - It also plays a part in recognizing the training gaps that could come up in the future subject matter

Say

Let us discuss about the various features of feedback.

Activity

- Announce that there will be a group discussion
- Tell the trainees that the topic of the group discussion is “various types of feedback”
- Ask them to cite examples supporting the explanation
- Stress the importance of feedback both for the learner and the trainer
- After the session is over, check for any mistakes that the trainees make

Activity	Duration	Resources Used
Group discussion	75 minutes	Participant handbook, pen, small writing pad, white board, chart paper, pencil, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Conduct a doubt clarification session, if needed
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage peer learning
- Encourage the students to ask questions

Unit 2.8: Importance of Ensuring Safety, Hygiene, Tidiness

Unit Objectives

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

1. Identify the areas/items in the classroom that require care
2. Interpret how to look after areas/items in the classroom that require care

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, will teach us about items in the classroom that require care and ways to look after those items.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we shall learn about the importance of ensuring safety, hygiene and tidiness.

Ask

Ask the participants the following questions:

- Can you name a few hazards one might find in a classroom environment?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

- Health and safety in a training organisation are about taking a practical and proportionate approach which ensures that the premises offer a healthy and safe place for all who use them
- Some precautions that must be taken to prevent the hazards usually found in a classroom environment include:
  - Flooring checks
  - Furniture

- Lighting
- Electrical Cables/Equipment
- Ventilation and heating
- Workspace
- Fire

Say

Let us understand the standards of health, hygiene and appropriate behaviour.

Activity

- You have been given a number of emergencies:
  - One of your colleagues falls unconscious due to electrocution
  - There is a fire in the building
  - You find one your colleagues choking
- What mitigation efforts will be undertaken by you in each case and why?

Activity	Duration (in mins)	Resources Used
Case study based activity session	75 minutes	Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, overhead projector, white screen, etc.

Do

- Conduct a doubt clarification session, if needed
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Ensure that every trainee participates in the activity
- Encourage group-based learning

PHB Answers

1. Visual
2. Pedagogy
3. Knowledge
4. Demonstration
5. Ground rules
6. Effective Learning
7. Rectify

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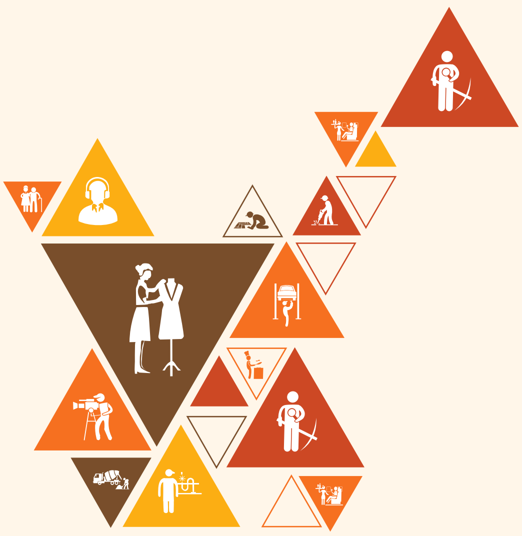
Transforming the skill landscape

MEPSC
Management & Entrepreneurship
and Professional Skills Council

3. Conduct On-Field Assessment and Recommendations



MEP/N2703

Key Learning Outcomes

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

1. Perform competency-based assessment
2. Compare various assessment tools
3. State the principle of assessment and the rules of evidence and the rules of evidence
4. Discuss the features of assessment strategies and assessment plans
5. Recognise technology's role in quality assessment
6. Roles and responsibilities of assessors
7. Practise organizational and ethical responsibilities
8. Use different types of assessment methods
9. Perform the roles and responsibilities of a lead assessor
10. Practise item writing
11. Identify the errors and malpractices found in lead assessment environments

Unit 3.1: Competency-Based Assessment

Unit Objectives

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

1. Explain the concept of competency-based assessment
2. Identify the advantages of competency-based assessment
3. Describe the Principles of Assessment
4. Discuss the Rules of Evidence

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives a better understanding and knowledge about assessment, competency based assessment and rules of evidence.

Say

Good day and a very warm welcome to the training program Lead Assessor. We shall discuss regarding the importance of competency based assessment over here.

Ask

Ask the participants the following questions:

- Can anyone tell me what NOS means?
- Why do you think that supplementary evidence can pass as one of the rules of evidence?
- Can anyone mention few tools which can be used for competency based assessment?
- Can anyone state what do you mean by evidence?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

- In this session, we will discuss the following points:
- A competency based assessment helps to analyse the scope of a learner's progress. In a criterion based competency assessment, the learners are assessed against a standard criteria or benchmark. The criteria may be used to form learning outcomes.
- One of the advantages of a competency based assessment is increased student engagement. Students can check the progress of their learning through competency based assessments.
- The principles of learning should be followed as under-
  - Assessments conducted must be in order of the competency being judged.
  - Competency based assessments can be carried out in a number of different ways.
  - The results gathered through the assessment must be reliable.
  - All aspects of assessment must be in accordance to the occupational health and safety requirements.
- National Occupational Standards (NOS) are statements regarding the understanding, knowledge and skills needed for effective performance in a job role. They are expressed as outcomes of competent performance.
- The rules of evidence states the manner in which he evidence is collected. The evidence can be classified into the following types as discussed below:
  - Indirect Evidence
  - Direct Evidence
  - Supplementary Evidence

Say

One of the advantages of a competency-based assessment is increased student engagement

Activity

- The activity will be in the form of a practice session.
- Ask the students to make a list of tools, which can be used to gather evidence during competency based assessments.
- Following which ask them to classify the tools against the type of evidence, which is to be collected
- Allot marks based on the performance of each student in the practice activity session

Activity	Duration (in mins)	Resources Used
Practice session	75 minutes	Participant handbook, chart diagrams, chart paper, whiteboard, markers (blue, black), duster, notebook, and pen

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add to what they talk about
- Ensure that all students participate in the class

Notes for Facilitation

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

Unit 3.2: Methods and Techniques to Monitor Assessment Practice

Unit Objectives

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

1. Use assessment tools
2. Compare the feature of assessment tools

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Notes

This session of the program gives a better understanding and knowledge about methods and techniques to systematically monitor assessment practices

Say

In this session we shall discuss regarding the different methods and techniques to monitor assessment practice

Ask

Ask the participants the following questions:

- Can anyone name a few assessment tools?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic

Elaborate

- Assessments can be classified into two types, i.e. task assessment and evidence assessment
- Normally, a task is provided to a trainee/learner, while an evidence guide might be given to a candidate
- who is more experienced.
- Frequently used assessment tools include, re-assessments, formative assessments, summative

- assessments.
- Assessment tools and their features:
- Pre-assessments
  - Plan appropriate learning activities and instructional strategies
  - Guide whole-group instruction and flexible grouping
- Formative Assessments
  - Share feedback with trainees
  - Adjust instructional decisions
- Summative Assessments
  - Measure progress
  - Rate trainee performance
  - Evaluate the educational process
- An assessment tool includes the following components:
  - Context and conditions of assessment
  - Tasks to be issued to the learners
  - An outline of the evidence to be gathered from the candidate
  - Evidence criteria used to judge the quality of performance

Activity

- The activity will be in the form of a practice session
- Randomly pick up students
- Ask them to name anyone assessment tool and state its purpose
- Every student in the class should participate in the activity
- Marks will be allotted based on individual performance

Activity	Duration	Resources Used
Practice session based activity	60 minutes	Participant handbook, whiteboard, notebook, writing pad, pen, pencil, marker, etc.

Say

Wasn't this activity helpful? Such information will come handy when you step in the professional world.

Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask the students to make a list of various tools which can be used to conduct competency based assessments

Notes for Facilitation

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

Unit 3.3: Apply the Principles of Assessment and Rules of Evidence

Unit Objectives

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

1. Apply the principles of assessment
2. Interpret the rules of evidence

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives a better understanding and knowledge about the principles of assessment, assessment plan.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. Before we begin this session, let us have a round of interaction. In this session, we shall discuss regarding the principles of assessment, strategies and plans for conducting assessment.

Ask

Ask the participants the following questions:

- What do you understand by the term 'Rules of Evidence'?
- What does reasonable adjustment mean in the principles of assessment?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- The principles of assessments include the following features:
    - Flexibility of the assessment tool
    - Reliability of the assessment tool

    - Fairness in assessment process
- In case the learner has special needs, the assessor makes reasonable adjustments
- The validity of an assessment process can be collected based on the performance standards and the evidence gathered through the assessment
- Interpret the Rules of Evidence
    - Sufficiency
    - Validity
    - Currency
    - Authenticity

Say

Let us continue the session by understanding principles of assessment.

Activity

- Ask the trainees to consider the following case study:
    - Ronit has sight impairment. When he has to sit for his assessment, he requires the font of the written questions to be enlarged. The assessors do the needful to allow him to see the written assessment more clearly.
- Put the following questions to the trainees:
    - Which 2 principles of assessment have been considered here?
    - Can this case be considered as a reasonable adjustment?
    - Does the adjustment give Ronit an unfair advantage over the other candidates?
    - What are the other ways to support a visually impaired patient?

Activity	Duration (in mins)	Resources Used
Case study	60 minutes	Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class

Notes for Facilitation

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

Unit 3.4: Assessment Strategies, Plans and their Components

Unit Objectives

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

1. Evaluate the components of an Assessment plan
2. Compare different assessment strategies
3. Recognise the role of technology in improving the quality of assessments
4. State the advantages of technology on the quality of assessments

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives a better understanding and knowledge of the components of an assessment plan and applications of technology to improve quality assessment

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. Before we begin this session, let us have a round of interaction. In this session, we shall discuss regarding Components of an assessment plan and applications of technology to improve quality assessment.

Ask

Ask the participants the following questions:

- What is the purpose of an assessment plan?
- What are the various assessment strategies?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Components of an Assessment Plan:
  - Purpose
- Improvement
- Demonstrating Effectiveness
  - Goals
  - Outcomes
- Completion of an outcome delivery map is a good exercise for taking into consideration the various points at which the achievement of an outcome will be facilitated
- Assessment methods can be categorized into two:
  - Indirect Measures – These measures depend on individual perceptions to determine if a goal/objective has been achieved
  - Direct Measures – These measures call for entities or individuals to demonstrate their skills, knowledge and/or behaviour that reveals their accomplishment of the stated goal
- Sharing Assessment Findings with Relevant Audiences: While reporting results, it is imperative to discuss findings in detail so as to justify conclusions
- Assessments are learning experiences and do not subtract the time from learning. Active assessment strategies boost the trainee's content understanding and promote skills that prove valuable to trainees all through their lives
- Technology allows for new, different and more immediate methods of assessment, resulting in the reduction of staff workloads and at the same time advancing the quality of assessment and feedback for learners
- Technologically aligned feedback and assessment recognise practices that provide some, or all, of the advantages given below:
  - Choice in the location and timing of assessments
  - Greater variety and authenticity in the design of assessments
  - Increased opportunities for learners to act on feedback, for example by reflection in e-portfolios
  - Consistent, accurate results with opportunities to combine human and computer marking
  - The capture of wider skills and attributes not easily assessed by other means, for example through simulations, e-portfolios and interactive games
  - Accurate, timely and accessible evidence on the effectiveness of curriculum design and delivery
  - Immediate feedback

Say

Let us continue the session by understanding use of technologies in assessment.

Activity

- Ask the students to list various applications of technology in assessment process
- Cite appropriate examples of each
- State the pros and cons of the extensive use of technology in assessment process
- Inform them that they may use the internet for research
- Tell them of their time limit by which they have to submit their work

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class

Notes for Facilitation

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

Unit 3.5: Roles and Responsibilities of Assessors

Unit Objectives

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

1. Analyse the role of the assessor
2. Evaluate the importance of the role of a lead assessor
3. Identify the ethics associated with assessment system
4. Perform ethical responsibilities

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Notes

This session of the program, which will give us a better understanding and knowledge about the role of an assessor and the ethical responsibilities related to the assessment system.

Added to this, we will also learn various assessment methods, the concept of an item in the assessment and various mistakes and malpractices found in assessment environments

Say

Good day and a very warm welcome to the training program of Lead Assessor. In this session, we shall discuss the various job roles/ responsibilities of a Lead Assessor.

Ask

Ask the participants the following questions:

- Can technology play a part in assessments? If yes, in what ways?
- Can you name a few malpractices found in assessment environments?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Responsibilities of the assessor
- Ethical responsibilities
- Types of assessment methods
- Concept of an item in the assessment
- Creating question stems, keys, and distractors
- Key features of item development
- Checking common errors and malpractices
- In assessment environments
- Common mistakes while developing assessments

Say

Let us participate in another group activity for understanding these concepts better.

Activity

- Divide the trainees into two groups
- Introduce the topic of the debate: Ethical behaviour during assessment
- Ask each group to share one real life example/situation of ethical behaviour during assessment.
- A situation where they had to be fair, honest, follow organization policy, respect cultural diversity
- Allot marks based on the performance of each group

Activity	Duration (in mins)	Resources Used
Class Debate	75 minutes	Participant handbook, pen, small note pad

Say

Wasn't this activity helpful? Now we will proceed with another activity

Activity

- Ask the trainees to consider the following case study:
  - You find a student secretly carrying and hiding class notes while taking a test.
  - As an assessor, you will take what measures?
  - Allocate marks based on the performance of each students.
- Put the following question to the trainees:
  - As an assessor, what is the correct process to handle the above case?
  - What should an assessor do if the individual starts pleading
- Allot marks based on individual performance.

Activity	Duration (in mins)	Resources Used
Class Debate	75 minutes	Participant handbook, pen, small note pad

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 3.6: Different Types of Assessment

Unit Objectives

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

1. Compare various types of assessment methods
2. Compare the feature of the different assessment methods
3. Explain the role of different items in an assessment process assessment
4. Create question stems, keys, and distractors
5. Examine the various malpractices found in assessment environments
6. Identify the common mistakes found while developing assessments

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, will give us a clear idea on the functions and basic skill set and personal attributes of a lead assessor

Say

Good day and a very warm welcome to the training program of 'Lead Assessor'. In this session of the program, we will get to learn regarding the different types of assessment.

Ask

Ask the participants the following question:

- Can anyone tell us a few types of assessments?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- There are two kinds of assessment:
    - Direct assessment methods involve learners demonstrating skills and knowledge and providing data, which serves to measure attainment of expected outcomes directly
    - Indirect assessment methods involve that assessor's inferring actual learner knowledge, abilities, values and skills from sources not limited to direct, observable evidence
- Type of assessment:
    - Observations
    - Portfolio
    - Performance
    - Pre & Post Tests
    - Student Essay
    - SWOT Analysis
    - Rubrics/ Scoring Guides
    - Locally developed final Exams
    - Simulations (Practical / Written / Oral / Problem based)
- An 'item' in assessment is ordinarily called a test question. In a number of circumstances, a 'question' is technically not used, and thus the more appropriate term item is used
- Creating Question Stems, Keys, and Distractors
- Key Features of Item Development are:
    - Relevant content
    - Rationale
    - Understanding of material
    - Concise content
    - Reliability
    - Validity
    - Understanding examinees
- Those acts which undermine the validity and integrity of the assessment, the certification of qualifications and/or weaken the authority of individuals responsible for conducting the assessment and certification can be considered as 'malpractice'
- Malpractice in assessment environments:
    - Collusion through working in collaboration with other trainees to submit work as individual trainees work
    - Behaviour that serves to undermine the integrity of the examination/ assessment /test
    - Cheating to attain an unfair advantage
    - Altering of results, including certificate
- Common Mistakes While Developing Assessments:
    - Giving items that have no identifiable purpose
    - Inserting 'spoiler-alert' items
    - Unintended item redundancy
    - Employing un-weighted rubrics
    - A large number of multiple-choice questions

Say

In this session, we shall expand our knowledge further regarding the purpose of conducting various types of assessment.

Activity

- In this session, you will divide the class into two groups
- After the groups are formed, you will give both the groups a selected topic to write on
- The topic for this session will be on:
  - Specific assessment activities
  - Malpractice in assessment environments
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, it is your responsibility to collect all the charts and evaluate them

Activity	Duration (in mins)	Resources Used
Chart Paper based activity	60 minutes	Participant handbook, chart papers, whiteboard, markers (blue, black), duster, notebook, and pen.

Do

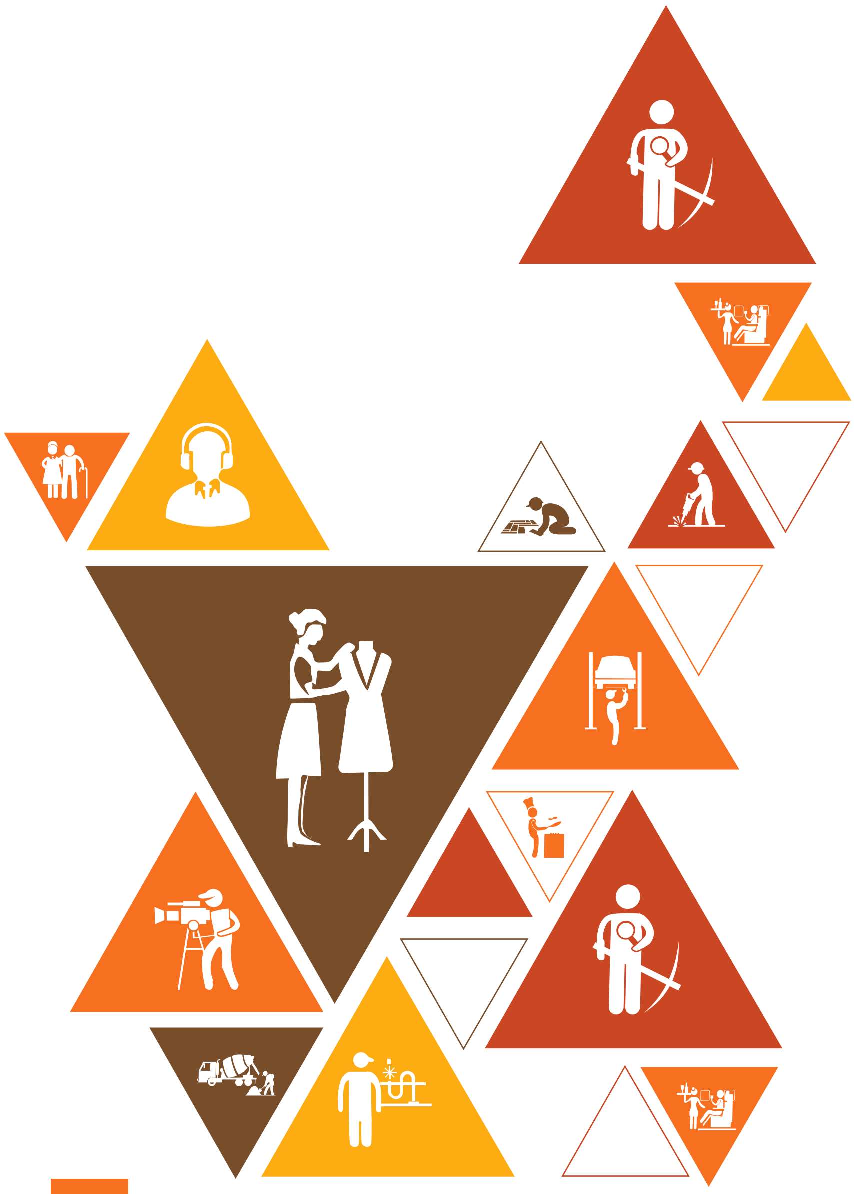
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add to what they talk about
- Ensure that all students participate in the class

Notes for Facilitation

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

PHB Answers

1. Each occupational area
2. Evidence assessment
3. Time for learning
4. Statement or a question
5. One delivery to the next



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and Professional Skills Council

4. Facilitate Assessor Development

Unit 4.1 - Various Methods of Assessor Development

Unit 4.2 - Resources and Constraints of Training Method

Unit 4.3 - Assessor Competencies, Occupational Standards and Performance Criteria

MEP/N2704

Key Learning Outcomes

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

1. Implement the various methods of assessor development
2. Identify the resources and constraints to various training methods
3. Identify assessor competencies, occupational standards and performance criteria

Unit 4.1: Various Methods of Assessor Development

Unit Objectives

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

1. Implement various methods of assessor development
2. Describe the train the assessor program
3. Use various assessor networks
4. Analyse self-learning modules

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program will give us a better understanding and knowledge about the various methods of assessor development

Say

Good Day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall learn about the various methods of assessor development. Some of these have been mentioned below:

- Training from industry SMEs
- Self-learning modules
- Training of Assessor (TOA) program
- On-the-job observation and feedback

Ask

Ask the participants the following questions:

- Why do Assessors need training?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Learn the various methods of Assessor development.
- How to train the assessor?
- Networking through Assessor Networks
- Self-learning Modules
- Major elements of the Training of Assessors programme:
    - Understanding of the Skills Training Ecosystem
    - Competency-based assessment v/s Theoretical and practical assessments
    - Qualification Pack – National Occupational Standards
    - Understanding Assessment Criteria
- The benefits of SLM (Self-learning Modules) are:
    - The facility of monitoring and keeping a tab on one's own progress of learning
    - Ability to interpret the concepts according to one's own terms
    - Ability to relate the concepts with examples and applications from one's personal life

Say

Let us identify the best practices employed by experienced Assessors while performing their duties

Activity

- The activity will be in the form of a practice session
- You will ask the Master trainers/Assessors to prepare training sessions for soft skills for the Trainers
- Allocate marks based on the performance of individual Assessor

Activity	Duration (in mins)	Resources Used
Practice session	180 minutes	Notebook, pen and book, visitor's id cards, government id proof (pan/aadhar), centre id card

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ask the trainees what they have learn from the field visits session
- Ensure that all trainees participate

Notes for Facilitation

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

Unit 4.2: Resources and Constraints of Training Method

Unit Objectives

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

1. Discuss the constraints connected to the selection of the training method
2. Analyse the consequences of the constraints related to the selection of training method

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Notes

This session of the program will give us a better understanding and knowledge about the resources and constraints for selection of training method.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss some of the constraints, which are faced in conducting training are -budget, trainer availability, availability of subject matter experts

Ask

Ask the participants the following questions:

- What are some limitations that a training centre might face?
- What is budget?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Common constraints that may hinder the training programs:
  - Budgets
  - Trainer/Assessor Schedule-time Availability
  - Availability of SMEs
  - Availability of Assessor and Self-development e-Learning modules

Say

In the following session, we will analyse the consequences of the constraints related to the training method.

Activity

- Announce that there will be a group discussion
- Ask the students to discuss various constraints related to the selection of training method
- Ask them to suggest possible solution in each case
- Allocate marks based on the performance of individual students

Activity	Duration	Resources Used
Group discussion	75 minutes	Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 4.3: Assessor Competencies, Occupational Standards and Performance Criteria

Unit Objectives

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

1. Describe assessor competencies
2. Apply the occupational standards
3. Describe performance criteria

Resources to be Used

Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Notes

In this session of the program we will discuss assessor competencies, occupational standards and performance criteria

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss the following:

- Occupational standards refers to the standards of performance a Lead Assessor must achieve while executing their duties at the workplace
- Performance Criteria refers to the activities done by a job role holder to execute their functional responsibilities

Ask

Ask the participants the following questions:

- Does anyone know what does assessor competencies mean?
- What is NOS?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- The competencies possessed by a trainer to evaluate the performance of a student
- Occupational standards refers to the standards of performance a Lead Assessor must achieve while executing a certain task in the workplace, along with the knowledge and skills they need to meet that standard consistently
- The National Occupational Standards (NOS) allotted to a given job role are summarized under the Qualification Package (QP) and can be downloaded from the websites of the Sector Skill Councils as well the one from National Skill Development Council (NSDC).
- Each NOS comprises of:
    - Organizational Contexts
    - Technical Knowledge, or "KB"
    - Core / Generic Skills, or "SA"
    - Professional Skills, or "SB"
- Performance Criteria (PC) are the statements that collectively stipulate the essential standard of performance while executing a task
- Training needs of the Assessors
- Formative Assessments are crucial for both learners and assessors in understanding the learner's knowledge / skill level, during the period of time when there is still potential to make the necessary adjustments
- Maintain and Store Learner Records
- There are several reasons why the results need to be kept:
    - Feedback to learner
    - Legislative requirements
    - Record in case of an appeal
    - Company records for future training needs
    - Ease the credit transfer processes

Say

In the following session, we will learn the importance learner records and how to maintain and store learning records

Activity

- Announce that there will be a practice session
- Tell the trainees that the topic of the session is "maintaining and storing learner records."
- Instruct the trainees to follow the proper methods of storing learner records
- Stress the importance of maintaining and storing learner records
- Give the trainees some sample data and ask them to create electronic records using the same
- After the session is over, check for any mistakes that the trainees make

Activity	Duration	Resources Used
Practice Session	75 minutes	Participant handbook, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and Eraser

Do

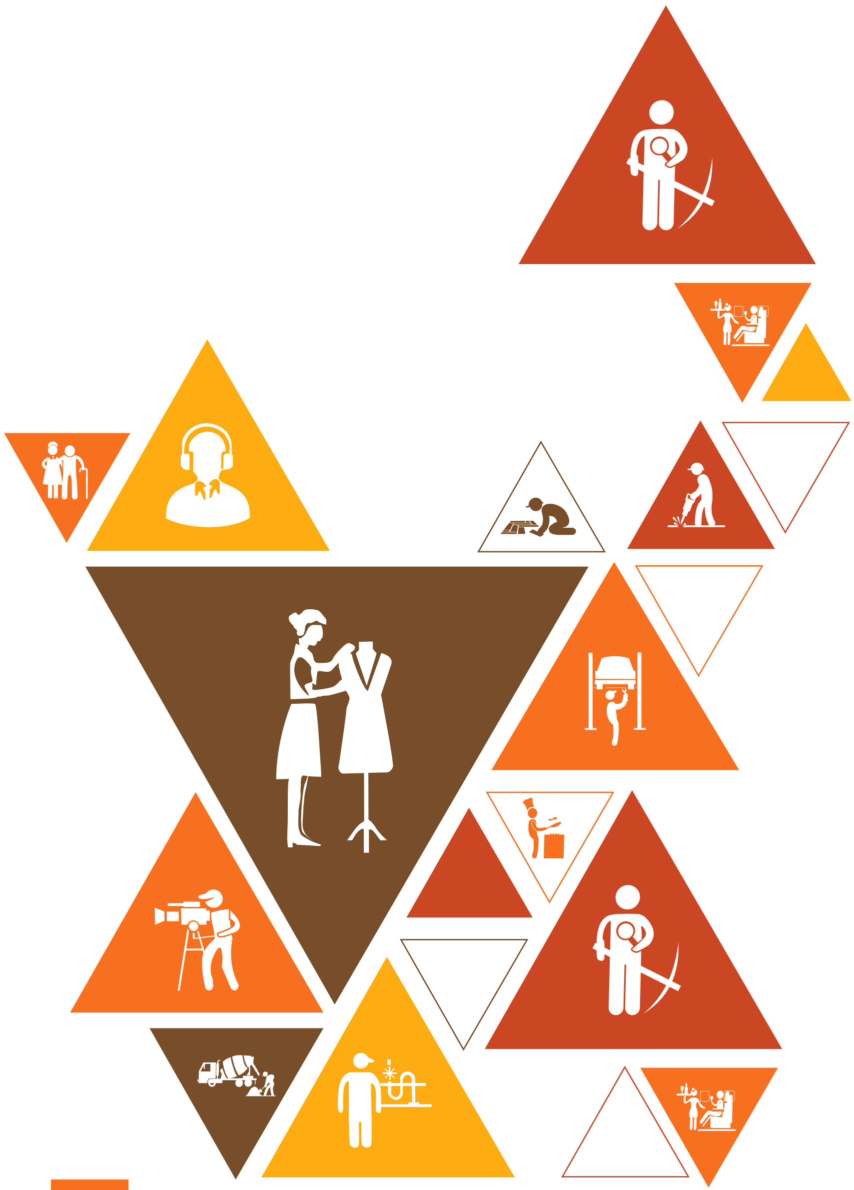
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

PHB Answers

1. False
2. False
3. True
4. False
5. True



5. Recruitment and Boarding of Mobile Assessors

Unit 5.1 - Recruitment Criteria for Lead Assessor

Unit 5.2 - Sources of Information for Suitable Candidates

Unit 5.3 - Assessor Recruitment Process

MEP/N2705

Key Learning Outcomes

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

1. Recognize the assessor recruitment criteria
2. Identify the sources for information on suitable candidates
3. Examine the assessor recruitment process

Unit 5.1: Recruitment Criteria for Lead Assessor

Unit Objectives

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

1. Recognize the duties of a lead assessor
2. Inspect assessor recruitment criteria

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, gives a basic outline of assessor recruitment criteria

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. This session of the program will give the trainees an idea regarding the Lead Assessor Recruitment process

Ask

Ask the participants the following questions:

- Do you think there specific criteria on which assessor are recruited?
- Can anyone mention the methods for the recruitment of an assessor?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Duties of lead assessor
- Recruiting lead assessors

Say

Let us now participate in a role play session to understand the various methods of recruitment employed by a Lead Assessor.

Activity

- Instruct the trainees that there will be a role-play session.
- Ask the trainees to enact the roles of 'Lead Assessor' and 'potential assessor candidate.'
- Assign each 'potential assessor candidate' certain qualities, which the 'Lead Assessor' must not hear.
- Ask the 'Lead Assessor' to conduct a preliminary interview of the 'potential assessor candidate' by asking questions.
- Tell the 'Lead Assessor' to 'recruit' candidates who are appropriate for the job role (who fit the required criteria)
- Ask the 'Lead Assessor' to justify his/her choice in front of the class.
- Give your feedback on the performance

Activity	Duration (in mins)	Resources Used
Roleplay	75 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer
- Encourage peer learning in the class
- Ensure that all the participants answer every question

Unit 5.2: Sources of Information for Suitable Candidates

Unit Objectives

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

1. Identify the importance of portal for Assessors and Trainers
2. State the advantages of the portal for Assessors and Trainers

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives a basic outline of Assessor recruitment criteria and information regarding the portal for assessor and trainers.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. We shall learn regarding the various information sources in this session.

Ask

Ask the participants the following questions:

- What do you understand by the term 'portal?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- The National Portal for Assessors and Trainers serves as the central repository of information related to the growth of quality Assessors and Trainers to be deployed in the Indian skill eco-system
- Some of the advantages of the National Portal for Assessors are as follows:
    - It serves to enhance efficiency for the involved stakeholders

- It offers structured training programs for Trainers and Assessors
- It provides transparency in the training program for trainers and assessors in the skill eco-system

Say

Let us now participate in an activity session to understand the use of various screening tools used by assessors during selection/interview process.

Activity

- A Lead Assessor is often responsible for screening and hiring trainers/assessors
- Hence, ask them to design a tool for screening
- Allocate marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Practice session	As per our discretion	Participant handbook, chart diagrams, chart paper, whiteboard, markers (blue, black), duster, notebook, and pen.

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 5.3: Assessor Recruitment Process

Unit Objectives

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

1. Document assessor recruitment process
2. Interpret assessor recruitment process

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, gives a basic outline of Assessor recruitment criteria and information regarding the portal for assessor and trainers

Ask

Ask the participants the following questions:

- What should an interviewee take with him/ her when going for an interview?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Type of documents like ID proof
- Different types of tests conducted for the selection of candidates such as written test, interview, psychometric analysis
- Process of candidate selection

Say

Let us now participate in an activity to understand the procedure of recruiting a Lead Assessor.

Activity

- The activity will be in the form of a Role Play
- One of the trainees will play the role of an Interviewer and the another person will play the role of an Interviewee
- Ask the others to write down questions that can be asked during the role play session and suggest what can changes be done in the process

Activity	Duration (in mins)	Resources Used
Mock Interview	As per your discretion	Participant handbook, chart diagrams, chart paper, whiteboard, markers (blue, black), duster, notebook, and pen.

Do

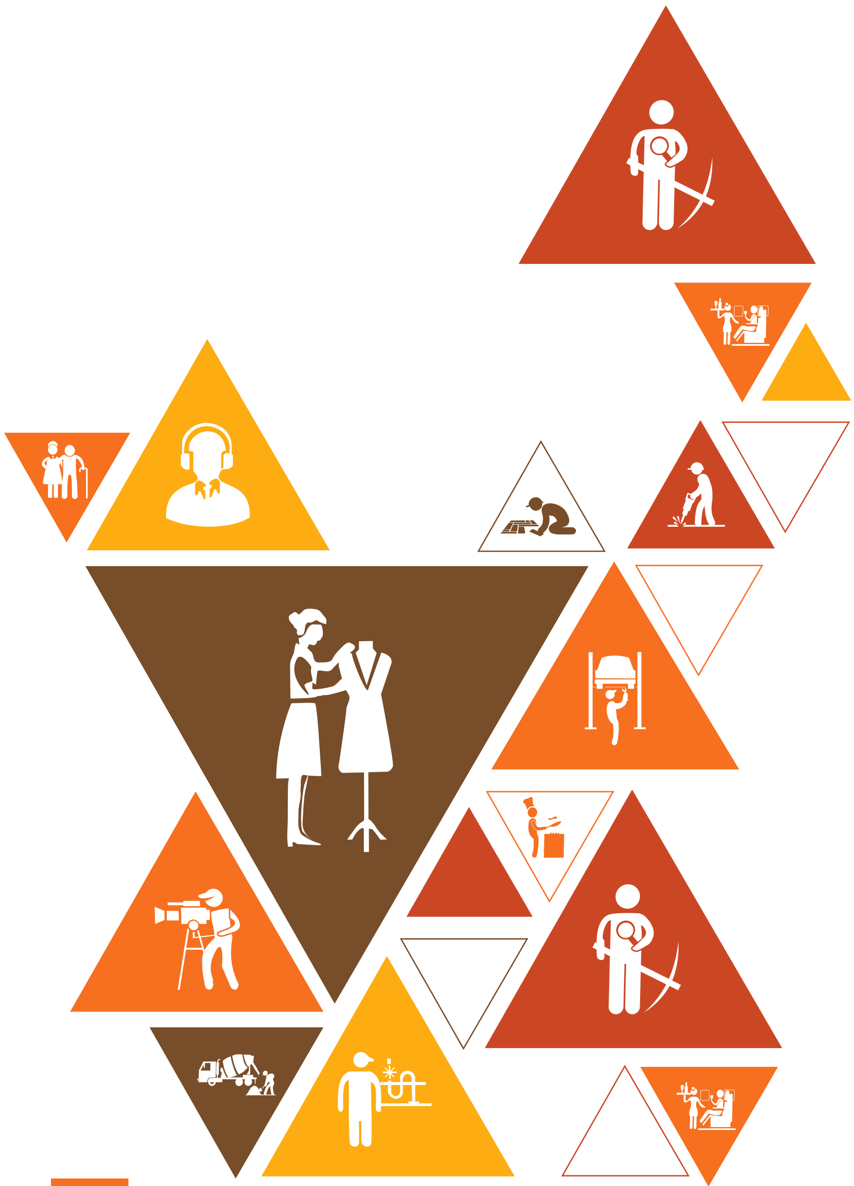
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

PHB Answers

1. Other related matters
2. Vocational training
3. Stakeholders
4. Psychometric tests
5. Interview panels



6. Apply Health and Safety Practices in a Training Environment

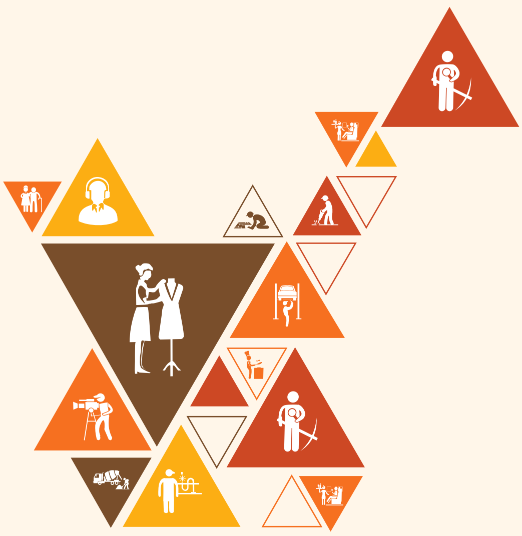
Unit 6.1 - Health Safety and Environment Practices

Unit 6.2 - Occupational Health and Safety Regulations

Unit 6.3 - Relevant Legislation, Enterprise/Site Safety Procedures

Unit 6.4 - Enterprise/site Emergency Procedures and Techniques

Unit 6.4 - Relevant Enterprise/site Safety Procedures



MEP/N9911

Key Learning Outcomes

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

1. Discuss the Health Safety and Environment practices
2. Implement relevant Occupational Health and Safety regulations
3. Implement relevant statutory legislation
4. Identify the relevant enterprise/site safety procedures
5. Recognize emergency procedures and techniques
6. Implement environmental legislation
7. Demonstrate health and safety instructions to others
8. Identification of hazards and controlling of risks

Unit 6.1: Health Safety and Environment Practices

Unit Objectives

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

1. Use Personal Protective Equipment
2. Report hazardous events

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program, gives us an idea on personal protective equipment and the process of taking action and report hazardous events

Ask

Ask the participants the following questions:

- Can anyone tell me the names of a few PPEs?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic

Activity	Duration (in mins)	Resources Used
See and Identify Session	As per your discretion	Pen, notebook, participant handbook, writing pad, overhead projector, large screen, laser pointer, etc.

Elaborate

In this session, we will discuss the following points:

- Importance of health, safety and environment practices
- The Personal Protective equipment are classified according to the type of danger and can be worn by an individual to protect themselves
- Safe use of tools and equipment
- Taking action and reporting hazardous events
- Communication protocols for reporting risks and hazardous events

Say

Let us participate in an activity to understand the use of different personal protective equipment

Activity

- In this session, you can take the help of flash cards, PowerPoint presentation, Google images or the images provided here.
- The images can be like these:

Fig. 6.1.1: Health safety equipment

- You can select the students who can identify the personal protective equipment and state what these things used for
- The student(s) who can give the maximum number of correct answers will be appreciated with accolades

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 6.2: Occupational Health and Safety Regulations

Unit Objectives

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

1. Implement Occupational Health and Safety regulations
2. Practice Occupational Health and Safety

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us an idea on occupational health and safety regulations.

Say

Good day and a warm welcome to this training program 'Lead Assessor'. Let us discuss regarding some of the occupational and safety standards as –

- Health and safety rules and regulations
- Fire evacuation procedures
- Regular training and surprise drills
- Maintaining records of injuries

Ask

Ask the participants the following questions:

- Why should employers provide Health and Safety regulations?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Occupational health and safety regulations

Say

Let us now participate a practice based activity session to understand the concept better.

Activity

- You will inform the trainees that this activity will be based on individual performance.
- All trainees will take a blank sheet where they will write their answers.
- The topic on which the trainees will make a list is occupational health and safety regulations.
- Giver the trainees a time limit to complete the work.
- After the time is up, you will ask the trainees to put down their pens.
- You will select trainees from the class and instruct them to read out the answers to everyone.
- Appreciate the trainee(s) with accolades giving the maximum correct answers.

Activity	Duration (in mins)	Resources Used
Create a List	As per your discretion	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 6.3: Relevant Legislation, Enterprise/Site Safety Procedures

Unit Objectives

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

1. Recognize relevant statutory legislation
2. Examine enterprise/site safety procedures

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us an idea on relevant statutory legislation and site safety procedures

Ask

Ask the participants the following questions:

Ask the participants the following questions:

- What is OSHA?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic

Elaborate

- In this session, we will discuss the following points:
- Some of the relevant statutory legislation which should be followed within the workplace are -
- 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 fulfil this.
  - Employers must ensure that workers and visitor etc. are safeguarded from all things that could lead to harm
- The enterprise safety procedures refers to the industrial practices for anticipating, avoiding and dealing with site emergencies, risks and hazards, and in the long run, maintaining workplace safety

Say

Let us now participate in another activity for this unit.

Activity

- Ask the trainees to consider the following case study:
- Komal is a trainee at a training centre. She notices that 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 that she should take in this situation

Activity	Duration	Resources Used
Case study	As per your discretion	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 6.4: Enterprise/site Emergency Procedures and Techniques

Unit Objectives

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

1. Categorize various enterprise/site emergencies
2. Practice enterprise/site emergency safety procedures

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives us an idea on enterprise/site emergency procedures and techniques

Say

Good day and a warm welcome to this training program 'Lead Assessor'. In this session we shall discuss about various enterprise emergency procedures.

Ask

Ask the participants the following questions:

- What are some natural disasters that can affect a workplace?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Different kind of disasters and precautions

Say

Let us participate in a lab-based activity for understanding the site emergency procedures and techniques.

Activity

- Take the students to the lab.
- Divide the class into groups comprising five students.
- In this activity, the students will enact the role of firefighters and victims.
- The students who will be enacting the role of firefighters will display the correct method of safe lifting and carry the victim(s) to a secure area.
- They will also display a smooth evacuation process and the techniques of carrying out new-borns and babies.
- For every group, set a fix time limit to complete the evacuation process.
- Appreciate the group that can demonstrate the evacuation process and correct way of removing victims from the fire hazards effectively

Activity	Duration	Resources Used
Role Play – Fire Evacuation	180 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer
- Encourage peer learning in the class
- Answer all the doubts to the participants
- Ensure that all the participants answer every question

Unit 6.4: Relevant Enterprise/site Safety Procedures

Unit Objectives

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

1. Explain the concept of risk assessment matrix
2. Implement first aid techniques

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us a clear idea on risk assessment matrix and first aid techniques

Say

Good day and a warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss about the enterprise safety procedures such as -

- Assessing and analysing likely risks before taking up any assignment Identifying, wearing and using personal safety equipment, attending drills and Safety Training sessions
- Always wearing footwear with rubber soles

Ask

Ask the participants the following questions:

- What is risk assessment matrix?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic

Elaborate

In this session, we will discuss the following points:

- Assessment matrix or risk matrix
- Different first aid techniques
- First aid kit contents such as antibiotic, antiseptic , sterilised gauges
- Use of a first aid kit
- Common situations that require first aid

Say

Let us now participate in a video-based activity session to understand the concepts of first aid better

Activity

- In this session, you will play two videos
- The first video is related to first aid
- The YouTube link for the video is https://www.youtube.com/watch?v=XjMvBW9KDLA.
- The second video is related to tips related to first aid
- The YouTube link for the video is https://www.youtube.com/watch?v=NH2YiixX-qY.
- Trainees will watch the video attentively with pin drop silence
- They can note down pointers from the video that they may find relevant
- Trainees will maintain decorum in the class and not talk ,whisper or discuss in the class
- In case of any queries or confusions, Trainees will write those down in their notebooks

Activity	Duration (in mins)	Resources Used
Video	30 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Say

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

Activity

In this session, you can take the help of flash cards, PowerPoint presentation, Google images or the images provided here.

The images can be like these:

Fig. 6.4.1: Safety Products

Activity	Duration (in mins)	Resources Used
See and Identify Session	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Say

Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another role-play based activity to further understand the first aid procedure.

Activity

- This activity will be in the form of "Role Play."
- Divide the students into pairs.
- In the first round, one participant from each group will enact the role of an injured person, and the other participant will help him/ her with medical assistance.
- The student playing the role of the medical assistant will follow the proper procedure of summoning medical help and applying first aid.
- The instances of using first aid techniques may be like:
- Nose bleeding
- Cuts or abrasions fractures
- Minor burns
- He/ she should document the incident and prepare a report.
- In the next round, the roles of the students will be swapped

- The student who played the patient will become an employee who will provide medical assistance.
- The other set of participants will become injured in need of medical assistance

Activity	Duration (in mins)	Resources Used
Role Play	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

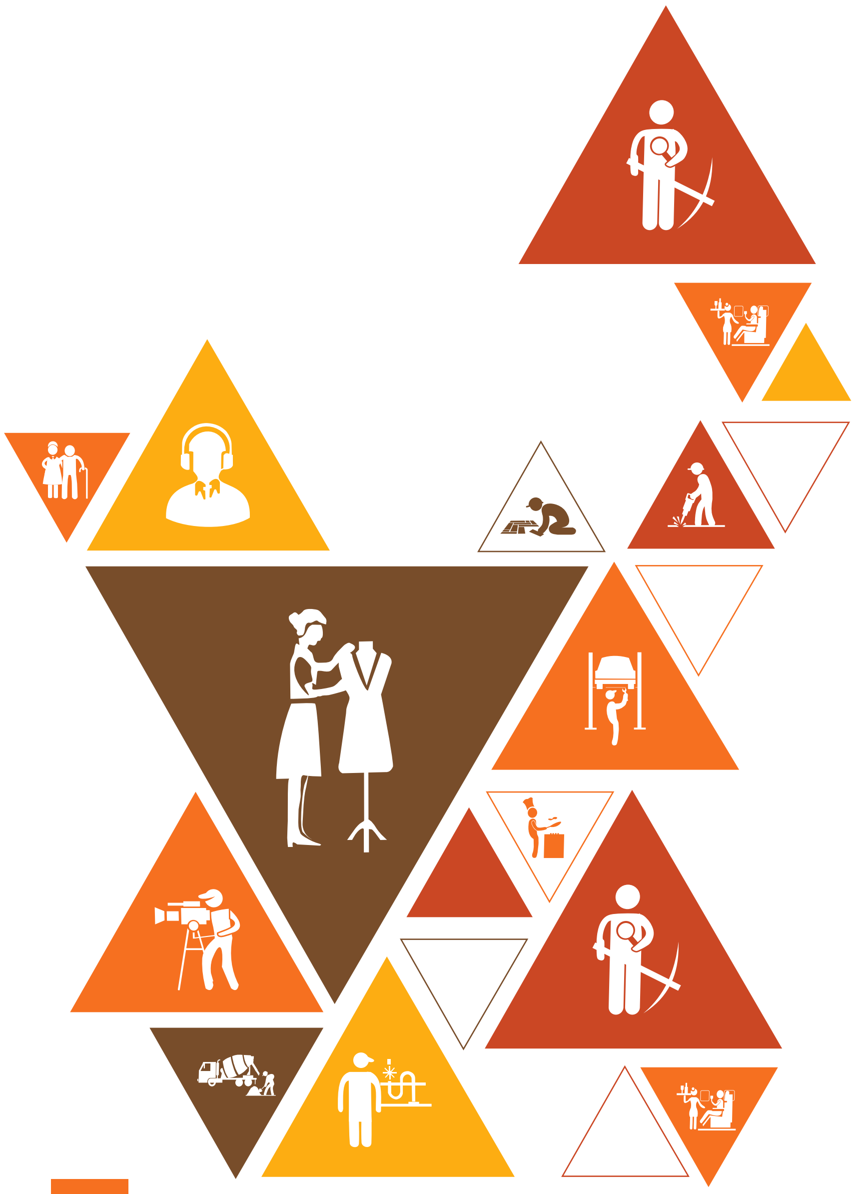
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer
- Encourage peer learning in the class
- Answer all the doubts to the participants
- Ensure that all the participants answer every question

PHB Answers

1. Hot materials
2. Noise places
3. Adequate training and practice
4. Immediately
5. Right Authorities
6. Kept away
7. Trained
8. Hazardous operations



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

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

MEPSC
Management & Entrepreneurship
and Professional Skills Council

7. Apply Principles of Professional Practice

MEP/N9912

Key Learning Outcomes

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

1. Demonstrate a professional appearance for the workplace
2. Compare personal and professional goals and objectives
3. Identify strengths and weaknesses
4. Identify development needs
5. Manage professional practice
6. Recognize the importance of using feedback
7. Analyse workplace standards
8. Implement value ethics in a professional workplace
9. Recognise unethical conduct
10. Discuss disclosure and confidentiality
11. Evaluate inappropriate behaviours at the workplace

Unit 7.1: Display Professional Appearance Behavior

Unit Objectives

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

1. Discuss the need for professional appearance
2. Prepare workplace grooming checklist
3. Use the appropriate workplace attire

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program, gives us a better understanding of grooming and appropriate workplace attire

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss regarding the importance of professional behaviour.

Ask

Ask the participants the following questions:

- Why does an assessor need to have good grooming habits?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Need for professional appearance
- Benefits of grooming
- Disadvantages of not being groomed
- Appropriate clothing for workplace

Say

Let us now participate in a discussion session for understanding the methods of displaying appropriate professional behavior

Activity

- The activity will be in the form of simple discussion on etiquettes
- Ask the trainees to prepare a grooming checklist which should be adhered to by them
- Allocate marks based on the performance of each trainee

Activity	Duration (in mins)	Resources Used
Practice session based activity	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.2: Personal and Professional Goals and Objectives

Unit Objectives

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

1. Develop personal goals
2. Develop professional goals

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program, gives us a better understanding of personal and professional goals and objectives development

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. We shall learn in this session the importance of personal and professional goals

Ask

Ask the participants the following questions:

- Why do you need to have personal goals?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Development of personal goals
- Ways to achieve those goals

Say

Let us now participate in an activity session where we will develop a personal professional plan

Activity

- The activity will be in the form of a practice session
- Ask the trainees to develop a personal professional plan based on where would they like to see themselves in them next 5 years
- Allocate marks based on individual performance

Activity	Duration (in mins)	Resources Used
Practice Session	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.3: Importance of Identifying Strengths and Weaknesses

Unit Objectives

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

1. Explain the concept of SWOT Analysis
2. Apply SWOT analysis to oneself

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, gives us a better understanding of personal and professional goals and objectives development.

Ask

Ask the participants the following questions:

- Can anyone state the importance of a SWOT analysis?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Development of personal goals
- Ways to achieve personal goals

Activity

- The activity will be in the form of a practice session
- Ask the trainees to perform their own SWOT analysis
- Ask the students to highlight their individual areas of weakness and also share with the class how would they like to over the same
- Allocate marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Practice Session	As per your discretion	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class

Notes for Facilitation

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

Unit 7.4: Development Needs

Unit Objectives

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

1. Identify development needs
2. Inspect development needs

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, gives us a better understanding of personal and professional goals and objectives development

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss how to assess the developmental needs of students

Ask

Ask the participants the following questions:

- Why do you understand by development needs?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Concept of development needs
- Identifying development needs

Activity

- In this activity, you will divide the class into four groups.
- You will give two of the groups the same topic and a different topic to the other two groups.
- The trainees will have to provide a broad explanation for those topics.
- The first two groups will write on personal development.
- The other two groups will write on the concept of development needs.
- It is important that the trainees present their answers not only rich in information but also supported by hand-drawn diagrams (if possible).
- The group which can present their answers in the best way will be awarded appreciation and accolades

Activity	Duration (in mins)	Resources Used
Chart paper activity	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.5: Support Continuous Learning

Unit Objectives

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

1. Demonstrate continuous learning
2. Manage industry currency

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us a better understanding of continuous learning.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we shall discuss the importance of continuous learning and how it helps upskill the trainers and assessors.

Ask

Ask the participants the following questions:

- Why do you understand by industry currency?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic

Elaborate

In this session, we will discuss the following points:

- The continuous learning is important for keeping up with the industry demand.
- Methods to maintain industry currency

Activity

- The activity will be in the form of a practice session
- Ask the trainees to do their own strength and weakness analysis
- Tally the cumulative data collected from the class
- Discuss with the trainees are where they need to improve or develop their skills further.

Activity	Duration (in mins)	Resources Used
Practice session	75 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.6: Use Feedback from Colleagues and Clients

Unit Objectives

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

1. Identify the parameters to evaluate assessors
2. Analyze the importance of feedback

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program, gives us a better understanding regarding evaluation parameters for assessors

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. We shall understand the importance of giving constructive feedback during this session

Ask

Ask the participants the following questions:

- How do you think giving feedback can improve the performance of a trainee?
- Can any mention the advantages of practising constructive criticism?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the classand then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Importance of feedback
- Parameters for evaluating lead assessors

Activity

- Conduct demonstration session
- Hand out assessor evaluation forms to each trainee
- Instruct the trainees on how to fill out the form

Assessors Evaluation Form

NAME	DATE:
COURSE: Assessment task :	

(Please circle appropriate number)

Assessment process	Poor	Below Average	Above average	Excellent
Ease of the assessment process	1	2	3	4
Information provided to students regarding assessment process	1	2	3	4
Completeness of process	1	2	3	4
ASSESSMENT MATERIALS /FORMS	Poor	Below Average	Above average	Excellent
Clarity of assessment materials	1	2	3	4
Amount of detail for your to complete the tasks	1	2	3	4
Provision of assessment templates / examples	1	2	3	4
ASSESSOR	Poor	Below Average	Above average	Excellent
Assessor Skills	1	2	3	4
Assessor Knowledge	1	2	3	4
Assessor conduct	1	2	3	4

What parts of the assessment went well? Why?

What parts of the assessment could be improved? Why? How?

How could The RTO support you further in conducting assessments?

Fig. 7.6.1: Assessor evaluation plan

Activity	Duration (in mins)	Resources Used
Demonstration	45 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.7: Perform Tasks as per Workplace Standard

Unit Objectives

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

1. Identify workplace standard
2. Apply workplace standards

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program, gives us an idea to perform tasks as per workplace standard.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'

Ask

Ask the participants the following questions:

- Why does an assessor need to follow workplace standards?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Almost all organizations have standards of professional behaviour that employees must meet as a condition of their employment.

Activity

- This session will have a video activity.
- You will play a video on standards followed in the workplace.
- The YouTube link for the video is: https://www.youtube.com/watch?v=44USp0zNSy4
- The trainees will watch the videos attentively with pin drop silence.
- They can note down pointers from the video that they may find relevant.
- Trainees will maintain decorum in the class and will not talk whisper or discuss in the class.
- In case of any queries or confusions, trainees will write those down in their notebooks.
- After the end of the video, the trainees will ask questions to the trainer
- The answering session will be in the form of a discussion where either you or any of the trainees knowing the answer can give the answers.

Activity	Duration (in mins)	Resources Used
Video	As per your discretion	Chair, table, notebook, pen, pencil, eraser, participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

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

Notes for Facilitation

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

Unit 7.8: Discipline and Ethics in a Professional Workplace

Unit Objectives

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

1. Recognise the importance of discipline in a workplace
2. Assess the value of ethics in a workplace

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us an idea regarding discipline and ethics in a professional workplace.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we shall learn the importance of discipline and ethics in a professional workplace.

Ask

Ask the participants the following questions:

- Why do you understand by ethics?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Discipline in the workplace
- Ethics in the workplace

Activity

- The activity will be in the form of a practice session in order to take leaves the trainees should inform their supervisor in advance by means of official mail
- Ask the trainees to draft an official leave mail
- Allocate marks based on the performance of individual trainees

Activity	Duration (in mins)	Resources Used
Practice session	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

Unit 7.9: Recognising Unethical Conduct and Reporting To Appropriate Authority

Unit Objectives

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

1. Recognise unethical conduct
2. Report unethical conduct to appropriate authority

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser.

Notes

This session of the program gives us a better idea on unethical conduct and reporting those to the appropriate authority.

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we will learn how to report unethical conduct in an organization

Ask

Ask the participants the following questions:

- What is unethical behaviour?
- Can anyone mention the different ways to report unethical behaviour?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the classand then proceed to explain the topic

Elaborate

In this session, we will discuss the following points:

- Unethical conduct
- Step to deal with unethical behaviour in the workplace

Say

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

Activity

- The activity will be in the form of a case study
- Case Study: one of your fellow colleagues have been found to share the organizational secrets withthe rivalcompany/organization
- Hence what steps should be taken by fellow employee
- Allocate marks based on individual performance

Activity	Duration (in mins)	Resources Used
Case study based activitysession	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class

Notes for Facilitation

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

Unit 7.10: Guidelines and Legal Requirements on Disclosure and Confidentiality

Unit Objectives

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

1. Recognize the need for confidentiality in assessment environment
2. State the necessary steps in case of breach of confidentiality

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program gives us a better understanding of guidelines and legal requirements on disclosure and confidentiality

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session, we shall discuss regarding the legal requirements of disclosure and confidentiality

Ask

Ask the participants the following questions:

- Why do you understand by confidentiality?
- can anyone mention the different ways to store and use confidential information?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the class and then proceed to explain the topic.

Elaborate

In this session, we will discuss the following points:

- Need for confidentiality of information
- Breach of confidential assessment information

Say

Let us now participate in another activity for understanding the importance of following legal requirements

Activity

Ask the trainees to consider the following case study:

- An assessor, Semal, is grading a set of written assessments and has left the papers on his desk. A learner, Shruti, has come to the office regarding some other work and has gone through the papers on the desk.
- Put the following questions to the trainees:
  - Is this a breach of confidentiality?
  - Which individual is wrong in this scenario?
  - Discuss the correct way to handle this situation.

Activity	Duration (in mins)	Resources Used
Case study	60 minutes	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

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

Notes for Facilitation

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

Unit 7.11: Types of Inappropriate Behaviours at the Workplace

Unit Objectives

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

1. Analyse inappropriate behaviour at the workplace
2. Practice how to counteract inappropriate behavior

Resources to be Used

Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Notes

This session of the program, gives us an idea on the types of inappropriate behaviours at the workplace and how to recognise them

Say

Good day and a very warm welcome to this training program 'Lead Assessor'. In this session we will learn what are the different kinds of inappropriate behaviors at workplace and how to analyse them.

Ask

Ask the participants the following questions:

- What are the appropriate behaviours that one should follow at the workplace?

Capture all the responses on the whiteboard. Sum up the discussion by using all the points shared by the classand then proceed to explain the topic

Elaborate

In this session, we will discuss the following points:

- Inappropriate behaviour in the workplace
- Counteracting inappropriate behaviour in the workplace

Say

Let us now participate in a case study based activity session to understand the concept better

Activity

- The Activity will be in the form of a practice situation
- You have recently got to know that one of your fellow colleagues have been instigating others to leave the company and go
- As a fellow employee what are the exact measures that will be taken by you.

Activity	Duration (in mins)	Resources Used
Practice Session	As per your discretion	Participant handbook, laptop, internet connection, overhead projector, laser pointer, pen, small writing pad, white board, chart paper, pencil, sketch pens, scale and eraser

Do

- Share your inputs and insight, to encourage the trainees and add into what they talk about
- Ensure that all trainees participate in the class
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

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

PHB Answers

1. Confident
2. Development
3. Areas requiring improvement
4. Better roles
5. Discipline
6. vital for the organization
7. Investigate the situation

8. Employability & Entrepreneurship Skills

Unit 8.1 - Personal Strengths & Value Systems Unit

Unit 8.2 - Digital Literacy: A Recap

Unit 8.3 - Money Matters

Unit 8.4 - Preparing for Employment & Self Employment

Unit 8.5 - Understanding Entrepreneurship

Unit 8.6 - Preparing to be an Entrepreneur

Key Learning Outcomes

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

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall the functions of basic computer keys
36. Discuss the main applications of MS Office
37. Discuss the benefits of Microsoft Outlook
38. 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 8.1: Personal Strengths & Value Systems Unit

Unit Objectives

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

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

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

Resources to be Used

Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon 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

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon villagers to prevent common health issues discussed.

- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say

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.

8.1.2: 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.

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

Resources to be Used

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

Activity

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

Do

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

Say

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

Team Activity

Tower building

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

Do

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

Ask

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

Say

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

Ask

Is your attitude positive or negative?

Say

Let me tell you a story:

It's Little Things that Make a Big Difference.

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

Ask

What did you learn from this story?

Activity

What Motivates You?

- This is an individual activity.
- It is an exercise given in the participant handbook.

Do

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

Say

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

Summary

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

8.1.4: Honesty & Work Ethics

Resources to be Used

Participant Handbook

Ask

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

Say

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

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Ask

Case Study Analysis

Scenario 1

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

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

Scenario2

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 weddingwas 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 duppatas, 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 Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander 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

- 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.

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.

8.1.5: 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 Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

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

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

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

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

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

Solar seeder

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

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

Looms for physically challenged

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

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

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

Ask

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

Say

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

Team Activity

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

- 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.

Notes for Facilitation

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

8.1.6: Time Management

Resources to be Used

Participant Handbook

Ask

Does this sound like you?

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

Example

- Let's look at these two examples:

Example 1:
Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:
Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing?

Ask

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

Activity

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

Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss "What is Time Management" with the participants as given in the participant handbook.

Ask

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

Say

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

Activity

Effective Time Management

- This activity has two parts:

PART 1
TO-DO LIST

- o You have to make a to-do list.
- o List all of the activities/ tasks that you have to do.
- o Try to include everything that takes up your time, however unimportant it may be.
- o If they are large tasks, break them into action steps, and write this down with the larger task.
- o 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, whenthey'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 frombeing 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 o Meetings o Last minute demands o Project deadlines o Crisis **1**	**NOT URGENT/ IMPORTANT** o Planning o Working towards goals o Building relationship o Personal commitments **2**
3 o Interruptions o Phone calls/ E-mails o Other people's minor demands **URGENT/ NOT IMPORTANT**	**4** o Internet surfing o Social media o Watching TV **NOT URGENT/ NOT IMPORTANT**

URGENT/ IMPORTANT GRID format

URGENT/ IMPORTANT **1**	**NOT URGENT/ IMPORTANT** **2**
3 **URGENT/ NOT IMPORTANT**	**4** **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 peoplepolitely, 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 thisquestion: What are the 'big rocks' in my life? Then, put those in your jar first

8.1.7: Anger Management

Resources to be Used

Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say

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

Do

- 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.

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.

8.1.8: Stress Management: What is stress?

Resources to be Used

Participant Handbook

Ask

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

Say

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

Ask

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

Say

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

Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - If yes, how do you think that the stress could be avoided (managed)?
  - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader 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 interative.

Unit 8.2: Digital Literacy: A Recap

Unit Objectives

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

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

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

Resources to be Used

Participant Handbook , Computer Systems with the required applications

Say

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

Explain

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

Ask

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

Say

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

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

- 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.

Do

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

8.2.2: MS Office and Email: About MS Office

Resources to be Used

Participant Handbook, Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

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.

8.2.3: E-Commerce

Resources to be Used

Computer System with internet connection, Participant Handbook

Ask

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

Say

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

Explain

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

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 8.3: Money Matters

Unit Objectives

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

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

8.3.1: Personal Finance – Why to Save?

Resources to be Used

Participant Handbook

Say

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

Explain

- Let's look at these two examples:

Example 1:

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

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

Example 2:

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

Ask

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

Say

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

Ask

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

Say

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

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

Ask

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

Say

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

Team Activity

Personal Finance- Why to save

- This activity has two parts:

PART 1

WAYS TO SAVE MONEY

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

PART 2

HOW WILL YOU USE THE MONEY

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

Do

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

Activity De-brief

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

Say

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

Summary

You can summarize the session by discussing:

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

8.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be Used

Account opening sample forms, Participant Handbook

Ask

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

Explain

- 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 participant handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief

How did you design the form?

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

Do

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

Summary

Note:

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

Sample Bank Account Opening form.

SAVING BANK ACCOUNT OPENING FORM

Account No.: ________________________ **Date:** ____________________

Name of the Branch	
Village/Town	
Sub District/Block Name	
District	
State	
SSA Code/Ward No.	
Village Code/Town Code	

Applicant Details:

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile			Date of Birth	
Aadhaar No.			Pan No.	
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				

Detail of Assets	Owning House: YIN 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**

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

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

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

Say

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

Team Activity

Identify the type of cost

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

Do

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

Say

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

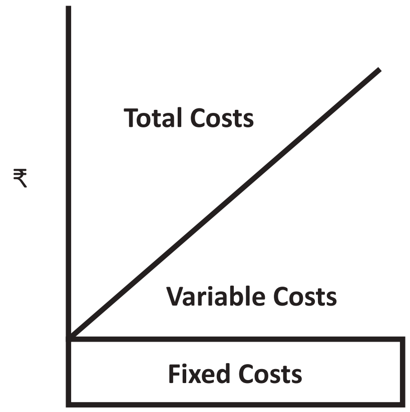


Fig. 8.3.3.1: Relation between fixed and variable costs

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

8.3.4: Investments, Insurance and Taxes

Resources to be Used

Participant Handbook

Ask

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

Explain

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

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

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

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

Say

Discuss the Investment, Insurance and Taxes as given in the participant handbook.

Ask

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

Say

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

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 burrowed from the bank.

4. **Who is the buyer of stocks and equities?**

   The general public is the buyer.

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

   Small Saving Scheme

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

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

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

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

8. **Name the two types of insurances?**

   Life Insurance and Non-life or general insurance

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

   Term Insurance

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

    It offers the dual benefit of investment and insurance.

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

    Money Back Life Insurance

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

    It offers the dual benefit of investment and insurance

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

    Marine Insurance

14. **After what duration is the income tax levied?**

    One financial year

15. **What is long term capital gain tax?**

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

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

    Securities Transaction Tax

17. **What is the source of corporate tax?**

    The revenue earned by a company.

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

    VAT or Value Added Tax

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

    Sales Tax

20. **What is the difference between custom duty and OCTROI?**

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

8.3.5: Online Banking, NEFT, RTGS, etc.

Resources to be Used

Participant Handbook, Computer System with internet connection, Debit card

Ask

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

Say

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

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- 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 andeffort 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 8.4: Preparing for Employment & Self Employment

Unit Objectives

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

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

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

Resources to be Used

Participant Handbook

Ask

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

Say

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

Activity 1

- Introducing Yourself

Do

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

Ask

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

Say

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

Do

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

Activity

- Planning the right attire

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.

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

8.4.2: 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 nxxxxxxxxxla@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: nxxxxxxxxxla@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

8.4.3: Interview FAQs

Resources to be Used

Participant Handbook

Say

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

Do

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

Role Play

Conduct a role play for the situation given.

Situation 1

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

Say

De-brief:

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

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

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

8.4.4: Work Readiness – Terms and Terminology

Resources to be Used

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

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say

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

Ask

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

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2
With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

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

Do

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

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do

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

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 8.5: Understanding Entrepreneurship

Unit Objectives

By the end of this unit, the trainees 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

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

Resources to be Used

Participant Handbook

Say

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

Team Activity

Quiz Questions

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

Do

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

Ask

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

Say

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

Summary

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

Notes for Facilitation

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

8.5.2: Leadership and Teamwork

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Do

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

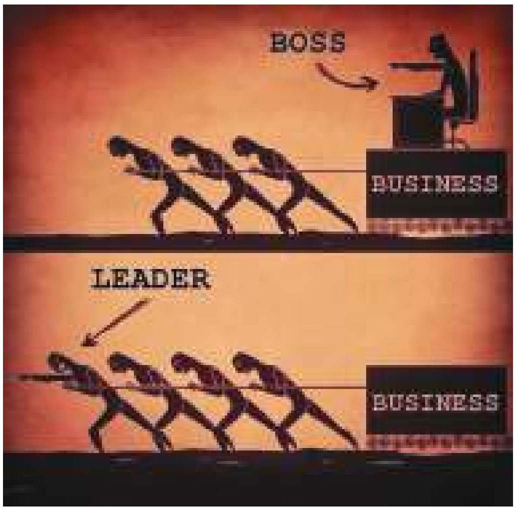


Fig. 8.5.2.1: Difference between Leader and Boss

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.

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

Resources to be Used

Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.
Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.
Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.
Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.
Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.

- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

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

Say

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

Do

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

Activity 1

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 1

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

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

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

Do

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

Notes for Facilitation

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

5. **Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

   Example:

   Here's how your pitch could come together:

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

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

Summary

- Close the discussion by summarizing how to speak effectively as discussed in the participant handbook.

8.5.4: 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.
    - o 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.
    - o 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 invieing 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 1

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

Do

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

Ask

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

Say

- Discuss "What is Negotiation?" as given in the participant handbook.

Ask

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

Say

- Discuss the importance of negotiation while starting a business as given in the participant handbook.

Say

- Discuss the important steps to negotiate as given in the participant handbook.

Role Play

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

Do

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

Problem solving Scenario 1

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

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

Problem solving Scenario 2

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

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

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

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

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

Negotiation Scenario 1

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

Negotiation Scenario 2

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

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

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

Conducting the activity

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

Summary

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

8.5.5: Business OpportUnity Identification: Entrepreneurs and OpportUnities

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Ask

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

Say

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 1

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.

8.5.6: Entrepreneurship Support Eco-System

Resources to be Used

Participant handbook, chart papers, marker pens, pencils, colour pencils, scale, eraser, other requisite stationery material

Ask

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

Say

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

Ask

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

Say

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.

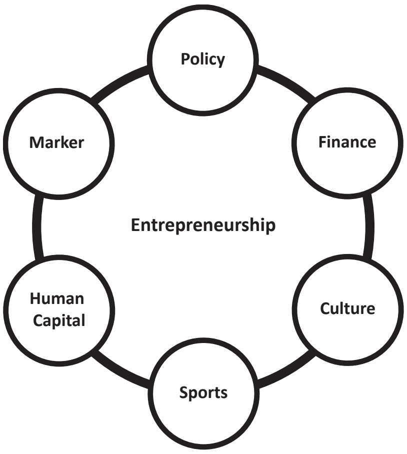


Fig. 8.5.6.1: key domains of entrepreneurship

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.

8.5.7: Risk Appetite & Resilience

Resources to be Used

Participant handbook, chart papers, blank sheets of paper, pens, marker pens

Ask

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

Example

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

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

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

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

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

Say

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

Say

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

Team Activity

Risk Appetite

- 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.

8.5.8: Success and Failures

Resources to be Used

Participant Handbook

Ask

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

Example

- Let’s have a look at this example.

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

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

Say

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

Ask

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

Say

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

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about 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 8.6: Preparing to be an Entrepreneur

Unit Objectives

By the end of this unit, the trainees 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

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

Resources to be Used

Participant handbook, chart papers, markers pens, blank sheets of paper

Ask

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

Example

- Let's have a look at this example.

  Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or 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 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.

8.6.2: Business Entity Concepts

Resources to be Used

Participant Handbook

Say

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

Activity 1

The activity is a quiz.

Do

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

Summary

- Summarize the unit by discussing the key points.

Notes for Facilitation

Questions for the quiz

1. **What does B2B mean?**

   Business to business

2. **What is a financial report?**

   A comprehensive account of a business' transactions and expenses

3. **Who is a sales prospect?**

   A potential customer

4. **How is working capital calculated?**

   Current assets minus current liabilities

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

   Valuation

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

   Complex transaction

7. **How will you calculate the net income?**

   Revenue minus expenses

8. **How is Return on Investment expressed?**

   As percentage

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

   Cost of materials minus cost of outputs

10. **What is revenue?**

    Total amount of income before expenses are subtracted.

11. **What is a Break-Even Point?**

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

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

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

13. **What are the three types of business transactions?**

    Simple, Complex and Ongoing Transactions

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

    Depreciation

15. **What are the two main types of capital?**

    Debt and Equity

8.6.3: CRM & Networking

Resources to be Used

Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the participant handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

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

- 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.

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.

8.6.4: Business Plan: Why Set Goals?

Resources to be Used

Participant handbook, chart papers, blank papers, marker pens, ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say

Talk about short term, long term and medium term goals, as discussed in the participant handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan'as discussed in the participant handbook.
- Let's understand it better with the help of an activity.

Notes for Facilitation

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?

8.6.5: Procedures and Formalities for Bank Finance

Resources to be Used

Participant Handbook, Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - **Bootstrapping:** Also called self-financing is the easiest way of financing
  - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
  - **Angel investors:** Individual or group of investors investing in the company
  - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - **Bank loans:** The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

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

8.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Resources to be Used

Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

  Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management – An Overview" with the participants as given in the participant handbook.

Say

Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- 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.

Say

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

Summary

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

8.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be Used

Participant handbook, blank sheets of paper, pens

Ask

Why do you want to become an entrepreneur?

Say

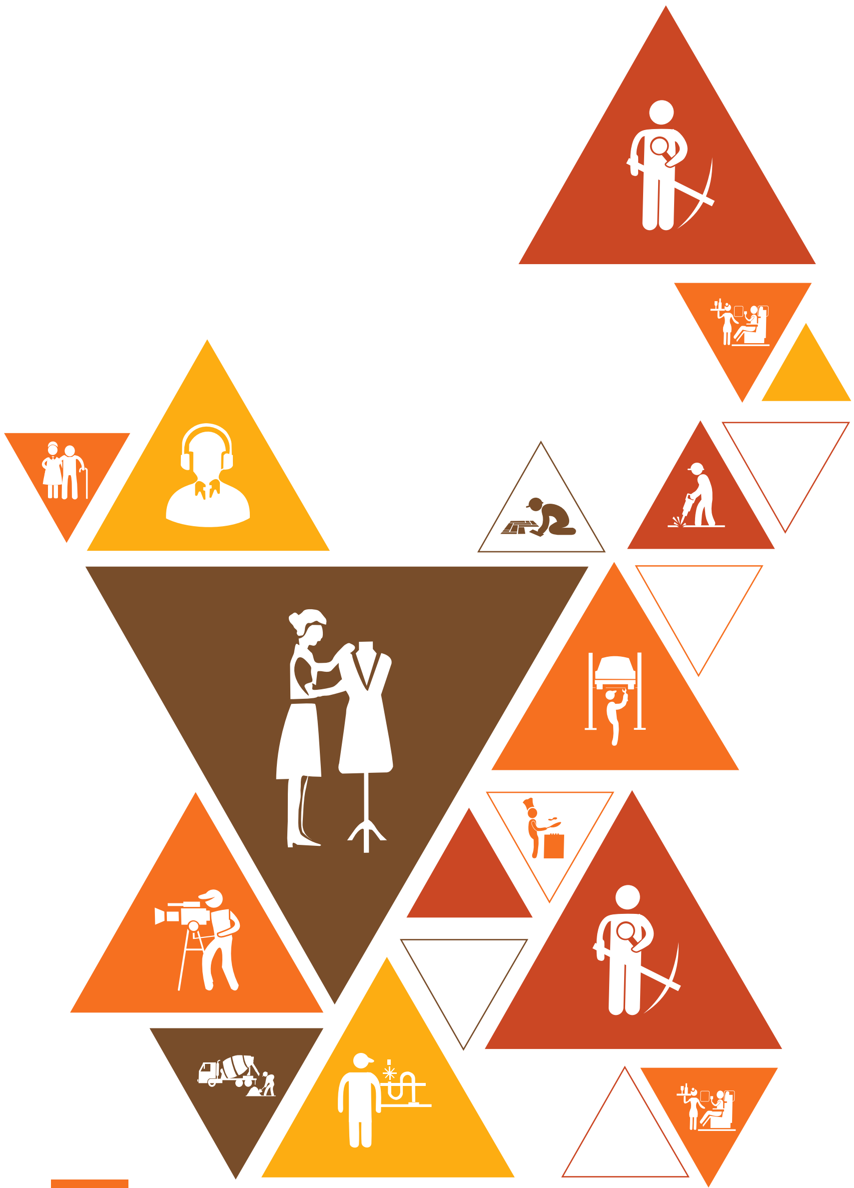
- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the participant handbook section named '20 Questions to Ask Yourself Before Considering
- Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

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.



9. Annexure

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Lead Assessor		
Qualification Pack Name & Ref. ID	MEP/Q2702, V 1.0		
Version No.	1.0	**Version Update Date**	N/A
Pre-requisites to Training (if any)	NA		
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Discuss job role of lead assessor. 2. Demonstrate how to organize training program for assessors. 3. Explain the utility of assessment in training. 4. Discuss organising and facilitation of assessor training and development. 5. Describe performance evaluation of assessors. 6. Demonstrate sample checks on the decisions made by assessors. 7. Discuss ways to check an assessor's decision and share feedback with them. 8. Define the ways to support learning of an assessor. 9. Describe post – assessment activities. 10. Describe recruitment and onboarding of assessors. 11. Apply relevant health and safety practices at the workplace. 12. Demonstrate professional image and behaviour. 13. 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 Lead Assessors**	**Introduction**	• Discuss the structure and functions of the education and skill development sector • Describe the role of lead assessor • Compare the roles of assessor and lead assessor • Summarise the common organisational structures and functionalities of training organisations		Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	4 hrs Theory (04:00)

2	**Deliver train-ing and facilitate learning by assessors**	**Deliv-er and facilitate training sessions**	• Practise conducting each session according to the session plan • Modify sessions appropriately to meet learner needs • Discuss the objectives of the training session and how it would benefit the trainees • List learners' expectations and modify the session plan to incorporate the valid ones in the delivery • Practise delivering training using a range of training methods and training processes as instructed in facilitator guide • Arrange for effective participation and group management by using basic facilitation techniques • Apply learning principles to make reasonable adjustments to delivery and session plans, if required • Create a positive learning environment • Practise being polite and courteous with all learners at all times • Demonstrate the process of handling inappropriate behaviour professionally as per established organisational policy • Practise adopting measures to ensure that learning can take place in a safe and comfortable environment	MEP/N2602 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

		Support and monitor learning	• Practise monitoring, and documenting learners' progress to achieve outcomes and meeting individual learner needs • Demonstrate the process of sharing regular feedback with learners to keep them updated on their progress and areas that require more focus • Modify delivery sessions to reflect specific needs and circumstances • Provide individual learners with the additional assistance needed to achieve session outcomes • Practise maintaining learner records according to organisational requirements	MEP/N2602 PC11, PC12, PC13 PC14, PC15	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)
		Undertake post training activities	• Practise securing equipment and tools in safe places as per norms • Analyse that training equipment and tools are used and restored in good condition • Complete learner records accurately and submit or process it within the required timeframes	MEP/N2602 PC16, PC17, PC18	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Organizational Context (Knowledge of the company /organization and its processes)	• Comply with the training organisation's system policies and procedures • Manage organizational record-management systems and reporting requirements • Analyse Health Safety and Environment (HSE) issues related to the delivery of competency-based training • Demonstrate work area inspection procedures and practices	MEP/N2602 KA1, KA2, KA3, KA4, KA5, KA6,	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)

			• Implement waste and dangerous materials disposal procedures and practices • Practise procedures for the recording, reporting and maintenance of workplace equipment				
		Technical Knowl-edge	• Practise implementing program delivery based on session delivery plans and facilitation guides • Practise commonly used training delivery methods, processes and facilitation techniques appropriate for face-to-face group delivery • Implement various ways to handle inappropriate behaviour in a professional manner • Analyse the importance of monitoring and documenting learning progress of the learners and providing them feedback • Examine the importance of ensuring safety, hygiene, tidiness before, during and after the sessions • Analyse the importance of completing learner records accurately and processing within required timeframes	MEP/N2602 PC4, PC5, PC6, PC7, PC8, PC9,	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory 03:00 Practical 04:00
		Writing Skills	• Use white board/ flipcharts to explain key points in a language/symbols understandable to learners • Practise making minor corrections/updates on presentation slides, handouts, etc • Write emails to interact with design team, seniors and other stakeholders	MEP/N2602 SA1, SA2, SA3	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)

		Oral Communi-cation(Lis-tening and Speaking skills)	• Explain and describe 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 course of the trainings to conduct training activities and guide their behaviour and conduct • Practise working effectively as a team member to cultivate collaborative and participative work relationships • Use assertive communication techniques and participative discussion techniques to handle group discussions • Use collaborative methods to handle conflict without losing calm	MEP/N2602 SA5, SA6, SA7, SA8, SA9, SA10	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Decision Making	• Practise handling disruptions during trainings in a solution seeking and calm manner • Identify which learner and learning environment related concerns are to be dealt on one's own and which must be reported to seniors	MEP/N2602 SB1, SB2	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)

		Plan and Organize	• Practise delivering training program smoothly, on time while meeting the session objectives • Inspect if all tools, materials, equipment are available at the appropriate time and place, when and where they are needed	MEP/N2602 SB3, SB4	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Customer Centricity	• Identify client's and learner's needs • Perform training assesse=ment appropriately to meet client and learners' needs	MEP/N2602 SB5	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Problem Solving	• Apply problem solving skills that involve negotiation • Solve problems of a difficult nature within organisation protocols	MEP/N2602 SB6	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Critical Thinking	• Detect potential disruptions and delays • Devise solutions to prevent potential disruptions and delays	MEP/N2602 SB8	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
3	**Evaluate assessment performance**	**Evaluate effectiveness of assessment**	• Establish standard parameters that are important to ensure assessment effectiveness • Identify the data and information required and access sources of information • Arrange for workplace visits and meetings and access to performance data and information	MEP/N2703 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

			• Collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation • Record potentially useful and relevant information that are not identified in the evaluation plan • Analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected • Perform cross-checking findings where possible by comparing with the results from • different evaluation sources • Develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected • Practise documenting areas or aspects of assessments that are satisfactory and those requiring improvement • Practise suggesting possible improvements or alternatives to the assessment program				
		Evaluate perfor-mance of assessors on the job	• Collect competencies, occupational standards and performance criteria for assessors • Practise sharing occupational standards and performance criteria with assessors and resolve related queries • Practise obtaining the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated	MEP/N2703 PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

			• Create and share own schedule of sample observation visits with administration and respective assessors in advance • Analyse an assessment 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 • Predict the effects of all assessments and tasks (pre-assessment, during assessment and post assessment) • Discuss observations with the assessor after assessment sessions • Validate observations in assessment sessions • Evaluate the performance of the assessors by collecting and analysing their performance-related data • Interview assessors to obtain information about the problems they face • Suggest areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment • Practise documenting results of assessor performance evaluation in prescribed format				

		Share recommendations for improving assessment or training effectiveness	• Practise documenting recommendations to stakeholders on areas of possible improvement in the prescribed format • Demonstrate the act of presenting the recommendations in person to stakeholders	MEP/N2703 PC31, PC32	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)
		Organizational Context (Knowledge of the company /organization and its processes	• Evaluate existing assessment policies and procedures • Analyse the risks associated with Health Safety and Environment issues related to delivery of competency-based assessments • Inspect the work area as per recommended procedures and practices • Analyse procedures for the recording, reporting and maintenance of workplace equipment	MEP/N2703 KA1, KA2, KA3, KA4, KA5	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Technical Knowledge	• Select appropriate tools for identifying assessor training needs • Practise conducting assessor training needs identification • Compare assessor competencies, occupational standards, and performance criteria • Identify possible sources of information for gauging assessor development requirements • Evaluate important parameters that help in ensuring assessment effectiveness • Implement principles of reasonable adjustment	MEP/N2703 KB2, KB3, KB4, KB5, KB10	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)

		Writing Skills	• Perform required documentation for those involved in the assessment process • Prepare reports and recommendations logically, accurately and clearly	MEP/N2703 SA1, SA2	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
		Reading Skills	• Interpret policies and procedures to monitor assessment processes • Practise reading assessment strategies, specifications and tools to interpret them accurately • Interpret assessor reports correctly	MEP/N2703 SA3 SA4 SA5	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory Duration (02:00) Practical Duration (04:00)
		Oral Communication (Listening and Speaking skills)	• Communicate with others in a logical, clear and accurate manner • Provide groups of assessors with accurate and clear instructions • Communicate with assessors from diverse backgrounds to guide and support them • Practise acquiring resolution skills to deal with complaints, related to assessment decisions or methods, from assessors, training providers, and candidates	MEP/N2703 SA6, SA7, SA8, SA9, SA10	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
		Decision Making	• Determine the assessment methods, type of evidence and type of tools to be prepared as per the laid-down competencies or performance standards • Check if the conduction of the assessment was efficient, accurate and as per guidelines and policies specified	MEP/N2703 SB1, SB2	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (2:00)) Practical (4:00)

		Plan and Organize	• Create a monitoring plan for assessment processes and activities using a systematic and efficient approach • Determine sampling methods to be used to access required information	MEP/N2703 SB3, SB4	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (2:00) Practical (4:00)
4	**Perform sample checks and provide recommendation**	**Perform sample checks on the decisions made by assessors and the evidences presented**	• Select a sample of assessments for evaluation along with their evidence • Establish that the selected sample includes examples from all assessors and assessment centres, assessments with 'borderline' results, assessments with no results recommended, or identified by assessors as a problem case • Assess assessor's decisions and evidence independently and in line with the pre-determined standard of performance • Identify inconsistencies and non-adherence to the established principles, rules, and process of assessment in the assessor's decisions and evidence • Evaluate that the decisions have been fair and consistent across all assessors and the designated assessment centres • Practise deliberation on the evidence with the assessors before reaching a conclusion where a change of decision is suggested during evaluation • Provide recommendation for decisions where the evaluation suggests that a change of decision is required	MEP/N2703 PC22 PC23 PC24 PC25 PC26 PC27 PC28 PC29 PC30	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, printer, projector, white board/ flip chart, marker and duster	8 hrs Theory (3:00) Practical (5:00)

			• Practise documenting the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person • Perform the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time				
		Evaluate perfor-mance of assessors on the job	• Collect competencies, occupational standards and performance criteria for assessors • Practise sharing occupational standards and performance criteria with assessors and resolve related queries • Collect the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated • Create and share the schedule of sample observation visits with administration and respective assessors in advance • Analyse an assessment session in progress • Collect evidence of achievement of occupational standards as well as evidence of non-achievement of performance standard as the case may be • Analyse all assessments, tasks (pre-assessment, during assessment and post assessment) • Discuss observations with the assessor after assessment session and validate the observations	MEP/N2703 PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

			• Practise obtaining and analysing data pertaining to various assessors' performance indicators to identify performance level of the assessors • Perform interview of the assessors to obtain information about the problems they face • Identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment • Practise documenting results of assessor performance evaluation in prescribed format				
		Share recommendations for improving assessment or training effectiveness	• Prepare reports on the recommendations to stakeholders on areas of possible improvement in the prescribed format • Practise presenting the recommendations in person to stakeholders	MEP/N2703 PC31, PC32	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)
		Organizational Context (Knowledge of the company /organization and its processes	• Evaluate assessment policies and procedures • Practise handling organizational record-management systems and reporting requirements • Analyse Health Safety and Environment issues relating to delivery of competency-based assessments • Demonstrate work area inspection procedures and practices • Select apt procedures for the recording, reporting and maintenance of workplace equipment	MEP/N2703 KA1, KA2, KA3, KA4, KA5	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

		Technical Knowl-edge	• Perform assessor training needs identification and its tools • Evaluate assessor competencies, occupational standards and performance criteria • Analyse possible sources of information for identifying assessor development requirements • Evaluate parameters that are important to ensure assessment effectiveness • Implement principles of reasonable adjustment	MEP/N2703 KB2, KB3, KB4, KB5, KB10	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (4:00)
		Writing Skills	• Prepare required documentation and information for those involved in the assessment process • Report recommendations to stakeholders logically, accurately, and clearly	MEP/N2703 SA1, SA2	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (4:00)
		Reading Skills	• Summarise policies and procedures to monitor assessment and recognise processes • Devise assessment strategies, specifications and tools to interpret them accurately • Interpret assessor reports correctly	MEP/N2703 SA3, SA4, SA5	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
		Oral Communi-cation (Lis-tening and Speaking skills)	• Communicate own point of view to others in a logical, clear and accurate manner • Instruct groups of assessors accurately and clearly • Support and guide assessors and candidates from diverse backgrounds	MEP/N2703 SA6, SA7, SA8, SA9, SA10,	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (4:00)

			• Demonstrate resolution skills to deal with complaints (related to assessment decisions and methods) from assessors, training providers, and candidates				
		Decision Making	• Select the assessment methods, type of evidence and type of tools to be prepared as per the competencies or performance standards to be assessed on • Determine if the conduction of the assessment was efficient, accurate and as per guidelines and policies specified	MEP/N2703 SB1, SB2	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
		Plan and Organize	• Create a monitoring plan for assessment processes and activities using a systematic and efficient approach • Choose sampling methods to be used to access required information	MEP/N2703 SB3 SB4	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (2:00) Practical (4:00)
5	**Plan and facilitate assessor develop-ment**	**Plan and organise assessor devel-opment program**	• Identify training needs of the assessors after studying their occupational standards and skill gap analysis results • Compare various methods that are best suited for the training needs • List available learning and development resources and constraints • Prepare a training plan and schedule that fits in the assessor's schedule without disrupting the work • Develop training material with the help of the content development team	MEP/N2704 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (4:00)

			• Practise sharing the training plan and schedule with all stakeholders • Prepare a monitoring plan to ensure all assessors undergo the development plan • Collect calendar for assessor training from authorised source • Demonstrate the practice of confirming availability to the organisers for the training session				
		Deliv-er and facilitate learning sessions for asses-sors	• Analyse the profile of assessors and candidates to identify special requirements, if any • Prepare session plan using the occupational standards and training materials provided by authorised source • Execute assessor learning program as per the design provided	MEP/N2704 PC11, PC12, PC13	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)
		Support and monitor learning for asses-sors	• Implement formative assessment of learning with the help of appropriate methods such as role-play, simulated, or on-the-job observation or studying video recordings of assessors, etc. • Practise monitoring and documenting learner progress to ensure outcomes are being achieved and individual learner needs are being met • Incorporate adjustments into the delivery sessions to reflect specific needs and circumstances • Provide additional assistance to individual candidates as required to achieve session outcomes	MEP/N2704 PC14, PC15, PC16, PC17, PC18, PC19	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)

			• Report inappropriate behaviour to concerned authorities to ensure that effective learning can take place • Practise maintaining and store learner records according to organisational requirements				
		Undertake post -as-sessment training activities	• Collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled • Inspect the condition of training equipment and tools after every use • Check if learner records are submitted or processed accurately and in the required timeframes • Practise sending all records to the relevant personnel for record keeping as per the established procedures	MEP/N2704 PC20, PC21, PC22, PC23	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Organi-zational Context (Knowl-edge of the com-pany /or-ganization and its processes)	• Analyse assessment policies and procedures • Evaluate organizational record-management systems and reporting requirements • Assess health, safety and environment issues relating to delivery of competency-based training • Practise working area inspection procedures and practices • Implement waste and dangerous materials disposal procedures and practices • Practise procedures for the recording, reporting and maintenance of workplace equipment	MEP/N2704 KA1, KA2, KA3, KA4, KA5, KA6	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)

		Technical Knowl-edge	• Compare various methods of assessor development • Assess the role of resources and constraints in the selection of training method (e.g. budgets, trainer schedule-time availability, availability of SMEs, availability of assessor self-development modules, etc. • Evaluate assessor competencies and occupational standards	MEP/N2704 KB1, KB2, KB3	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)
		Writing Skills	• Prepare a session plan considering the need and profile of assessors • Prepare training materials for assessors • Develop a monitoring plan to ensure all assessors are covered	MEP/N2704 SA1, SA2, SA3	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)
		Reading Skills	• Comply with learning programs and plans accurately • Analyse learner information from documents accurately • Utilise learning and assessment materials as per instructions and guidelines provided	MEP/N2704 SA4, SA5, SA6, SA7	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (3:00) Practical (4:00)
		Oral Communi-cation (Lis-tening and Speaking skills)	• Discuss training-related concepts and facts with assessors in a simple language • Practise interacting with various stakeholders while organising training sessions • Communicate with a range of assessors from different backgrounds by adopting a neutral oratory style and apt vocabulary	MEP/N2704 SA8, SA9, SA10	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)

		Decision Making	• Predict unforeseen situations to handle them without altering the training schedule • Determine learning priorities based on the learning need analysis of the target candidates	MEP/N2704 SB1, SB2	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory (03:00) Practical (04:00)
		Customer Centricity	• Identify learner and candidate needs to meet assessment objectives • Implement the principles of learner-centred delivery • Evaluate candidate performance and behavior with the help of appropriate tools • Identify when candidate may need assistance during the assessment process	MEP/N2704 SB5, SB6, SB7, SB8	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory 2:00 Practical 4:00
		Problem Solving	• Practise modifying delivery plan and training/teaching strategies to address learning barriers effectively • Apply problem-solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols • Anticipate future implications for own and others' decisions and reliably evaluate alternative solutions	MEP/N2704 SB9, SB10, SB11	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
6	**Recruitment and onboarding of assessors**	**Mobilize assessor as per requirement**	• Identify assessor requirement from authorised source • Identify possible sources in own region from where the assessors could be contacted • Practise sharing requirement with appropriate people from possible sources and obtain details of potential candidates	MEP/N2705 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (3:00) Practical (5:00)

			• Demonstrate the process of approaching candidates with requirement • Practise conducting preliminary checks to ensure only candidates who match the required criteria are identified • Discuss the job profile and the advantages of becoming an assessor with potential candidates • Practise sharing the process of becoming an assessor clearly to potential candidates and resolve any queries that they have about the same • Select profiles and send the same to authorised personnel conducting the recruitment process • Examine the assessors' adherence to established turnaround times and inform the authorised personnel in case of delay • Demonstrate initiatives to maintain an updated database of possible sources and candidates				
		Support in the recruit-ment and onboard-ing of assessors	• Practise conducting reference check with local sources as instructed by the recruitment personnel • Explain the joining formalities to the assessors • Perform the orientation session for assessors through face-to-face, webinar, or video conference sessions • Practise co-ordinating with the on-boarding team for ensuring that all formalities are completed within turnaround times	MEP/N2705 PC11, PC12, PC13, PC14, PC15	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (05:00)

			• Check if the on-boarding processes are hassle-free for the assessors				
		Organi-zational Context (Knowl-edge of the com-pany /or-ganization and its processes)	• List organizational record-management systems and reporting requirements • Discuss Health Safety and Environment (HSE) issues relating to delivery of competency-based training • Inspect the work area for waste and dangerous materials disposal procedures and practices • Demonstrate procedures for the recording, reporting and maintenance of workplace equipment	MEP/N2705 KA1, KA2, KA3, KA4, KA5, KA6	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	7 hrs Theory 3:00 Practical 4:00
		Technical Knowl-edge	• Discuss assessor recruitment criteria with the concerned persons • Collect information about candidates suitable to becomes assessors can be obtained • Participate in the assessor recruitment process • Perform on-boarding formalities for assessor	MEP/N2705 KB1, KB2, KB3, KB4	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (03:00) Practical (4:00)
		Writing Skills	• Communicate with individuals or firms regarding recruitment • Prepare detailed job description as per the need	MEP/N2705 SA1, SA2	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (04:00) Practical (4:00)

		Oral Communication (Listening and Speaking skills)	• Practise seeking feedback from organisations and potential learners on the training requirement • Perform discussion with HR teams on organisational manpower requirements • Practise sharing information obtained with business heads following established organisational communication channels • Check if potential assessors are aware of the job description • Communicate with various stakeholders regarding recruitment and on-boarding	MEP/N2705 SA4, SA5, SA6, SA7, SA8	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (04:00) Practical (04:00)
		Plan and Organize	• Practise collating assessor requirements for various sectors • Organsie recruitment drive with the help of the human resources (HR) department	MEP/N2705 SB1, SB32	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	8 hrs Theory (04:00) Practical (04:00)
7	**Workplace safety, rescue and first aid**	**Apply relevant health and safety practices in a training / assessment environment**	• Practise promoting 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 • Report health and safety issues relating to immediate work environment according to procedures	MEP/N9911 PC1, PC2, PC3, PC4	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	5 hrs Theory (02:00) Practical (03:00)

			• Practise working safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required • Practise documenting safety records according to organisational policies				
		Maintain a safe environment	• Identify 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 • Prepare reports of all hazards, accidents and near-miss incidents as per set process • Provide guidance and support to learners on the safe use and care of equipment and resources • Perform displays and demonstrations according to work safety regulations and school/centre procedures and guidelines • Practise taking appropriate steps, if required, to maintain personal safety of self and others	MEP/N9911 PC5, PC6, PC7, PC8, PC9, PC10	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	5 hrs Theory (2:00) Practical (3:00)
8	**Principles of Professional Practice**	**Maintain a professional image and behavioural all times**	• Practise displaying appropriate professional appearance for the workplace • Perform interaction with team members, clients, vendors, visitors and other stakeholders in a professional manner	MEP/N9912 PC1, PC2	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (4:00)

		Maintain and enhance professional competence	• Develop personal and professional goals and objectives • Compare an assessor's strengths and weaknesses in relation to goals and objectives • Evaluate own capacity to meet goals and objectives • Establish personal development needs to perform role as per desired standards • Develop a professional development plan to enhance professional capabilities • Perform documentation of a professional practice plan designed to support the achievement of goals • Detect development opportunities to support continuous learning and maintain currency of professional practice • Identify the trends affecting professional practice and collate information into work performance • Practise inviting peers and others to observe, and provide feedback, on own performance and practices • Use feedback from colleagues and clients to identify and introduce, improvements in work performance	MEP/N9912 PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)
		Work in a disciplined and ethical manner	• Perform tasks to the required workplace standard • Complete duties accurately, systematically and within required timeframes • Practise following organisational policies	MEP/N9912 PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21	Facilitator led discussion, case study, examples,demonstration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)

			• Demonstrate various ways of protecting the rights of the client and organisation when delivering services • Check if services are delivered equally to all clients regardless of personal and cultural beliefs • Practise recognising potential ethical issues in the workplace and discuss with an appropriate person • Report instances of unethical conduct to an appropriate person • Perform duties within an agreed ethical code of practice and ethics • Apply organisational guidelines and legal requirements on disclosure and confidentiality				
		Work effectively with all stakehold-ers	• Summarise the importance of obtaining clarity regarding organisational, team and own goals • Prioritise tasks at work as per organisational, team and own goals • Practise monitoring own and team performance as per agreed plan • Practise sharing all relevant information with stakeholders in agreed formats and as per agreed timelines • Demonstrate ways of working collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes • Recognise, avoid and/ or address any conflict of interest	MEP/N9912 PC1, PC2,, PC3, PC4, PC5, PC6 PC7, PC8	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (04:00)

			• Use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours • Practise responding to inappropriate behaviour towards self or others in a professional manner and as per organisational policy				
		Organi-zational Context (Knowl-edge of the com-pany /or-ganization and its processes)	• Assess organisation's HR systems, policies and procedures • Evaluate organizational hierarchy and escalation matrix • Inspect organisational health safety and environment • Analyse work area inspection procedures and practices	MEP/N9912 KA1, KA2, KA3, KA4	Facilitator led discus-sion, case study, exam-ples,demon-stration, interactive lectures	Computer, projector, white board/ flip chart, marker and duster	6 hrs Theory (02:00) Practical (4:00)
Total							**400 Hrs** **Theory 160.00** **Practical 240.00**

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Lead Assessor	
Job Role	**Lead Assessor**
Qualification Pack	**MEP/Q2702**
Sector Skill Council	**Management & Entrepreneurship and Professional Skills Council**

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/N2703 Evaluate on-field assessment and provide recommendations for improving assessment effectiveness	PC1.establish standard parameters that are important to ensure assessment effectiveness	**100**	4	2	2
	PC2.identify the data and information required and access sources of information		3	1	2
	PC3.arrange workplace visits and meetings and access to performance data and information		3	1	2
	PC4.collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation		3	1	2
	PC5.identify and record potentially useful and relevant information that is not identified in the evaluation plan		3	1	2
	PC6.analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected		3	1	2

	PC7.cross-check findings where possible by comparing with the results from different evaluation sources		3	1	2
	PC8.develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected		3	1	2
	PC9.document areas or aspects of assessments that are satisfactory and those requiring improvement		3	1	2
	PC10.suggest possible improvements or alternatives to the assessment program		3	1	2
	PC11.obtain competencies, occupational standards and performance criteria for assessors		3	1	2
	PC12.share occupational standards and performance criteria with assessors and resolve related queries		3	1	2
	PC13.obtain the assessment schedule from assessment co-ordination team for all assessors whose performance is to be evaluated		3	1	2
	PC14.create and share own schedule of sample observation visits with administration and respective assessors in advance		3	1	2
	PC15.observe an assessment 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		3	1	2
	PC16.observe all assessments tasks (pre-assessment, during assessment and post assessment)		3	1	2
	PC17.discuss observations with the assessor after assessment session and validate the observations		4	2	2
	PC18.obtain and analyse data pertaining to various assessor performance indicators to identify performance level of the assessors		3	1	2
	PC19.interview the assessors to obtain information about the problems they face		3	1	2
	PC20.identify areas of development for assessors based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment		3	1	2
	PC21.ocument results of assessor performance evaluation in prescribed format		3	2	1
	PC22.select a sample of assessments for evaluation along with their evidences		2	1	1
	PC23.ensure that the selected sample includes examples from all assessors and assessment centres, assessments with ‘borderline’ results; assessments with no resultsrecommended or identified by assessors as a problem case		3	1	2
	PC24.review assessor’s decisions and evidences independently and in line with the pre-determined standard of performance		4	2	2
	PC25.identify inconsistencies and non-adherence to the established principles, rules and process of assessment in the assessor’s decisions and evidences		3	1	2
	PC26.check that the decisions have been fair and consistent across all assessors and assessment centres allocated		4	2	2

	PC27.deliberate on the evidence with the assessors before coming to a conclusion where a change of decision is suggested during evaluation		3	1	2
	PC28.provide recommendation for decisions where the evaluation suggests that a change of decision is required		4	2	2
	PC29.document the results of the evaluation along with the recommendations in the prescribed formats and submit to the authorised person		4	2	2
	PC30.ensure the evaluation and submission of report for the same is conducted at agreed interval and within agreed turn-around time		2	1	1
	PC31.document recommendations to stakeholders on areas of possible improvement in the prescribed format		3	1	2
	PC32.present the recommendations in person to stakeholders		3	2	1
		Total	**100**	**40**	**60**
MEP/N2704 Plan and facilitate assessor development	PC1.identify training needs of the assessors after studying the occupational standards and skill gap analysis of the assessor	**100**	4	1	3
	PC2.identify various methods that are best suited for the training needs		4	1	3
	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 assessor's schedule without disrupting the work		4	2	2
	PC6.develop training material taking help from 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 assessors undergo the development plan		5	2	3
	PC9.receive calendar for assessor training from authorised source		4	2	2
	PC10.confirm availability to the organisers for the training session		4	2	2
	PC11.study profile of assessor candidates to identify special requirements if any		5	2	3
	PC12.prepare session plan using the occupational standards and training materials provided by authorised source		5	2	3
	PC13.facilitate assessor learning program as per the design provided		4	1	3
	PC14.conduct formative assessment of learning by using appropriate methods such as mock-delivery (role play), simulated, or on-the-job observation or studying video recordings of assessors, etc.		5	2	3
	PC15.monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met		5	2	3

	PC16.make adjustments to the delivery sessions to reflect specific needs and circumstances		5	2	3
	PC17.provide additional assistance to individual candidates as required to achieve session outcomes		5	2	3
	PC18.manage inappropriate behaviour to ensure that effective learning can take place		4	2	2
	PC19.maintain and store learner records according to organisational requirements		5	2	3
	PC20.collect feedback from all candidates in the prescribed format, while ensuring that all mandatory fields are filled		4	1	3
	PC21.ensure that training equipment and tools are used and left in good condition		4	2	2
	PC22.complete learner records accurately and submit or process and in the required timeframes		4	1	3
	PC23.send all records to the relevant personnel for record keeping and MIS as per the procedure established for the same		4	1	3
		Total	**100**	**40**	**60**
MEP/N2602 Deliver competency based, instructor-led training sessions as per session plan	PC1.conduct each session according to the session plan, modify where appropriate to meet learner needs	**100**	7	3	4
	PC2.explain the objectives of the training session and how it would benefit the trainees.		6	3	3
	PC3.gather learners' expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered		5	2	3
	PC4.deliver training using a range of training methods and training processes as instructed in trainer's guide		6	2	4
	PC5.ensure effective participation and group management by using basic facilitation techniques		5	2	3
	PC6.apply learning principles to make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs		7	3	4
	PC7.create and maintain a positive learning environment		6	3	3
	PC8.be polite and courteous with all learners at all times		4	2	2
	PC9.manage inappropriate behaviour professionally as per established organisational policy		6	2	4
	PC10.take measures to ensure that learning can take place in a safe and comfortable environment		6	2	4
	PC11.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met		5	2	3
	PC12.share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus		5	2	3
	PC13.make adjustments to the delivery sessions to reflect specific needs and circumstances		6	2	4
	PC14.provide additional assistance to individual learners as required to achieve session outcomes		6	2	4
	PC15.maintain and store learner records according to organisational requirements		5	2	3

	PC16.securing equipment and tools in safe places in accordance with procedures		5	2	3
	PC17.ensure that training equipment and tools are used and left in good condition		5	2	3
	PC18.complete learner records accurately and in the required timeframes		5	2	3
		Total	**100**	**40**	**60**
MEP/N2705 Mobilize assessors and support in their recruitment and onboarding	PC1. identify assessor requirement from authorised source	100	6	2	4
	PC2. identify possible sources in own region from where the assessors could be contacted		6	2	4
	PC3. share requirement with appropriate people from possible sources and obtain details of potential candidates		6	2	4
	PC4. approach candidates with requirement		6	2	4
	PC5. conduct preliminary checks to ensure only candidates who match the required criteria are identified		7	3	4
	PC6. explain the assessor job profile and the advantages of becoming an assessor with potential candidates		7	3	4
	PC7. share the process of becoming an assessor clearly to potential candidates and resolve any queries that they have about the same		7	3	4
	PC8. forward the selected profiles to authorised personnel conducting the recruitment process		7	3	4
	PC9. ensure adherence to establish turnaround times and inform the authorised personnel in case any delay is envisaged		6	2	4
	PC10. take initiatives to maintain an updated data base of possible sources and candidates		7	3	4
	PC11. conduct reference check with local sources as instructed by the recruitment personnel		7	3	4
	PC12. explain the joining formalities to the assessors		7	3	4
	PC13. conduct orientation session for assessors through a face to face session or webinar or videoconference		7	3	4
	PC14. co-ordinate with the on-boarding team to ensure formalities on both sides are completed within turnaround times		7	3	4
	PC15. take initiatives to make the on-boarding processes hassle free experience for the assessors		7	3	4
		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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